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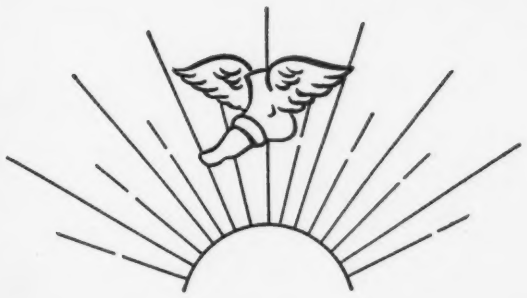

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The Physical Educator

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Vol. 18 **March, 1961** **No. 1**

THE UNIQUE MEANING INHERENT IN HUMAN MOVEMENT 3
Eleanor Metheny

CRITICAL QUESTIONS ABOUT YOUTH FITNESS 8
William H. Solley

THE GROUP PROCESS—AT WORK 10
W. K. Streit

A LOOK AT ROPE CLIMBING 12
Wayne Skill

"LIKE THIS" 15
Quinn Constantz

PREVENTATIVE ORTHOPAEDICS—A GERIATRIC APPROACH 16
Charles LeRoy Lowman

DECATHLON—MORE THAN A TEST OF FITNESS 18
Howard G. Price

AN APPROACH TO ATTITUDE STUDIES IN HEALTH AND PHYSICAL EDUCATION 20
Warren R. Johnson

PHILOSOPHICAL CONSIDERATION FOR CURRICULUM CONSTRUCTION OF COLLEGE PHYSICAL EDUCATION SERVICE PROGRAMS 23
Elizabeth C. Lane and John C. Mitchem

INTRODUCTION OF TUMBLING SKILLS THROUGH RELAYS 25
Glen G. Dahlem

RECREATIONAL SERVICE, PROFESSIONAL FIELD OR TRADE 26
Jay S. Shivers

In the Editor's Corner 2

Teaching Techniques 30

Elsewhere in the World 32

Teachable Dances 34

Book Reviews 36

Recent Articles 38

Noteworthy People in the Profession 40

Phi Epsilon Kappa Directory ..... *Inside back cover*

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In the Editor's Corner

Accentuate the Positive

IN THESE DAYS of cold war with its uncertainty and tensions, it is easy to become discouraged, to see only the dark side of things, and to grow pessimistic about the future. After all, the newspapers, television, and radio are continually telling us of new problems, not only in our own country, but increasingly on the international scene.

Of course, this isn't the time for a pollyannish philosophy, to continually remind ourselves that things will be better by and bye, and that if we take one day at time, it will all work out somehow. But it is the time to realize that we must face up to our responsibilities, at least those we can do something about, and take some positive action .

If we "accentuate the positive", if we "count our blessings" in the sense of trying to evaluate, to measure, to remind ourselves of where we are, in relation to where we wish to be, and how to reach the goals we have set, and then do something about it, we are making real progress, whether this is as a nation, or as a profession.

Let's start with our profession. Just as a nation is composed of many individuals of varying interests, abilities, and desires, so, too, any profession has persons among its members who do not have the same objectives, the same sense of responsibility, the same concern for youth. Have you recently taken the time to review your progress as a leader the past year? And along with this, your contribution to your students, your school, and your community?

It is said "charity begins at home"; other things should also begin there. Certainly, if we neglect our students, our classes, our educational responsibilities for community, state or national activities we might easily and justly be criticized. But how many of us are civic minded to the point where we participate as leaders in church, city, and club activities? One way, surely, to increase our contribution to youth is to be active both in and out of school in this capacity. At the same time, if we do this, we become acquainted with other like-minded community people, and through the exchange of ideas, the cooperative efforts, not only make some headway in the right direction, but learn to understand and respect each other's opinions.

Is physical education not given the place you feel it deserves in your community? Perhaps you have overlooked some of the opportunities just mentioned and have neglected to become an active member of the community you live in. Surely one of the best ways both to increase your stature, and to gain the respect and understanding of others, is to engage in activities that will increase the opportunity to know and in turn be known by your community leaders.

Over the years, there has been a tendency to make changes. When many young old-timers were getting started, they not only taught physical education classes with as much variety as time, facilities, and equipment permitted, but coached all sports, taught health education and safety, and also handled the first aid in the schools. Today, of course, as we become more specialized, this is not the pattern.

We should, however, be thankful that the community and the administrator often have so much confidence in our character and our leadership that they look to us for help when problems arise. This isn't to say that just any new course should be made a part of the physical education curriculum. However, by making certain adjustments, by streamlining our teaching, by making the very best possible use of every minute of class time, as a result of careful objective planning, every one of us can make greater contributions to our students, our schools, and our community. Then, and then only, should we be motivated to extend our leadership to the state, to the district, and to the nation.

As we increase the opportunities for recreational and intramural participation, and as we extend the variety of the activities we teach, then one complements the other. The instructional time may be reduced slightly, but if the out-of-class experiences are either increased, or at least made available and challenging for our students, adding a course in health education, or first aid, or driver education can very easily become a challenge and an opportunity, rather than a disaster.How do YOU face these problems?

C. O. Jackson

The Unique Meaning Inherent In Human Movement

Eleanor Metheny

FOR SOME YEARS now all meetings of educators have been centered around our acute awareness of the fact that we are living in a changing world, and most of our educational discussions have resolved around the question: What are we going to do about it?

Of course change is nothing new. Human beings have always lived in a changing world. If this were not so, we should still be huddling in our caves trying to digest raw dinosaur meat. Our generation differs from its predecessors only in that the changes are now occurring more rapidly, and that we are far more aware of the fact that they will continue to occur.

As men's curiosity has led them to a better understanding of their own nature and the nature of their world, they have always been forced to develop new ways of thinking about themselves and their human problems if they wished to survive. This has always been a painful process, wracked by controversy born of man's reluctance to relinquish the feeling of security that comes from reliance on the authorities of his childhood, but only through this often excruciating process of developing new ways of thinking about ourselves can we achieve whatever advances are made in human understanding during the years of our own maturity.

During the past hundred years, our historical colleagues in education have suffered through three major expansions of educational theory and practice. Now we are on the brink of the next phase of development in educational thought, and—as our ancestors were in their moment of history—we are often sorely troubled and dismayed.

A New Concept

Late in the 18th century our forefathers enunciated the basic principles of a new concept of the nature of man. One of the revolutionary tenets of their theory of democracy was that public schools should be established so that all children would have an opportunity for education. At that time, and well into the 19th century, this educational process rested on a belief in the value of facts and mental training. Educators saw the child's mind as a blank tablet upon which the teacher could inscribe the accepted facts of the day with the indelible ink of mental discipline. Accordingly, the new public education was *fact-centered,* and the educational process was identified as something that was *done to a* child's mind.

Physical activity found its way into this fact-centered program of mental training as something that was *done to a* child's body to make it stop wriggling and squirming and interfering with the disciplining of the mind. On this basis, physical training was accepted in the form of exercises intended to make the child's body healthy, strong, and supple; and all of the arguments for this procedure rested on the facts supplied by the sciences of anatomy and physiology.

Some of these exercises did produce these physical benefits; but when directed by poorly-trained teachers these exercises often degenerated into what was called "jumps and jerks" which produced only "perspiration and peristalsis,"—both valuable enough in their own right, but scarcely identifiable as educational outcomes.

(It is important that we identify these degenerate forms as we go along because they have greatly influenced both the public image and our own private image of the nature of physical education.)

The Whole Child

But as time went on, man learned more about his own nature and the nature of the learning process. Psychologists discovered that the mind was only one aspect of the whole child, and that the whole child went to school and learned through his wholeness. The precepts of educational psychology gradually replaced the techniques of mental discipline, and *child-centered* programs in which the whole child could learn *by doing* gradually replaced the mental training in the 3 R's. Education was now identified as the outcome of something that was *done by* the child.

It was not long before the physical trainers recognized that the whole child was actively doing many things in the gymnasium, too, and that he was presumably learning by doing them. So physical trainers shifted their allegiance from biology to psychology and now called themselves physical educators. This generation of our professional ancestors developed our "theories of play" that rest on the psychological values inherent in the racially old activities of running, throwing, jumping, kicking, and striking. Rallying around the slogan "Education through Physical Education," they identified play as one form of doing through which education might be channelled to the whole child—as indeed it is. However, many teachers were ill-prepared to "teach play," and the physical education period often degenerated into the "ball and whistle" program, and its educational values were frequently called into question.

Whenever their new psychological position was assailed, or their own doubts about its validity troubled them too greatly, physical educators shivered in new professional boots and beat a hasty retreat to their old position of biological security, from which they proclaimed loudly that, whether it was educational or not, physical activity still did do something to the child's body that was not done by any other subject in the curriculum. And this, of course, is true.

Group Centered

But again the educational scene was shifted as the sociologists pointed out that not even the whole child lived unto himself alone. As cities became more crowded, it was apparent that human beings had to learn to live together. Influenced by this awareness, educators began to develop *group-centered* programs in which the whole child was viewed as a unit to be fitted into the larger whole of the group, and education was identified as the outcome of the whole child's *doing with others.*

It was soon apparent to physical educators that most of their activities belonged in this category of something done with others, and they soon identified a new set of objectives for their *group-centered* physical activities. In 1951, the Year Book of their national organization was devoted to "Developing Human Relationships Through Health Education, Physical Education and Recreation." This clearly identified physical education as a medium through which children might learn to adjust to the requirements of group living, and certainly there is much merit in this point of view.

However, not all teachers were qualified to utilize the group potential in physical activities, and their classes degenerated into "talkie-walkie" programs, with much more "talkie" than "walkie." Administrators who were hard-pressed to find space for the ever-growing school population sometimes asked why it was necessary to provide large gymnasiums and playing fields to be used for group discussions. And again the physical educators shivered in their new professional boots, and again they fell back to their unassailable 19th century biological position, again proclaiming the physical outcomes of physical activity as contributions to health and fitness.

Physical Fitness

At each stage in the development of educational thought, physical education has tried to move forward; but at each stage we have found it necessary to retreat and fire our old biological guns to ward off both real and imagined attacks made by other educators. We have made good use of our old nineteenth century muskets. We have trained them on state legislatures to win many battles for laws and requirements; and recently we have triggered them with evidence that European children are more adept than American children in touching their toes and won for physical fitness a quasi-Cabinet post in our national government. At the moment it appears that the wheel set in motion by the physical trainers of the nineteenth century has come full circle. We are back where we started from a hundred years ago, and the tattered old biological banner of physical fitness is again waving triumphantly from our educational battlements.

Now I want to make it perfectly clear that I have no quarrel with any of our historical objectives when they are honestly interpreted in terms of what can happen within the time and situational limits of a physical education class. I know that physical fitness can be improved through exercise. I believe that the learnings achieved through physical activity are valuable learnings. I recognize that human relationships can be improved through participation in play and games. But in my opinion the use of the word *through* is the clue to our continuing inability to establish ourselves as anything more than "fringers" in the educational group. I believe that many of the objectives of education can be achieved *through* the medium of physical activity; but in my opinion the word *through* also underlines our own basic uncertainty about the *uniquely educational values* that are inherent in our own kind of subject-matter. The question I am raising is this: Is physical activity really a legitimate form of education in its own right? Or is it merely a *medium through which* something identified as *real* education may be channelled to the child and the group? I believe that it is imperative that we who call ourselves physical educators must be able to give clear and unequivocal answers to those questions in the critical years of education that lie ahead of us.

Universe—Oriented

At the dawn of the space age all men are confronted with the biggest questions men have ever asked themselves. Peering timidly into the unknown immensity of a spacious universe that shrinks his own world to pin-point dimensions, man is forced to see himself only as a tiny speck being whirled about in measureless space with millions of other worlds, many of them much larger than his, and as his old certainties about the significance of his life as master of the world are shaken, his sense of his own identity is threatened. Confronted with the necessity for developing a *universe-oriented* approach to education, all educators are momentarily confused and uncertain. In our moment of panic we are all trying to find security by turning back to the educa-

tional faiths of our fathers. The academicians are comparing our curricula and methods with those of our most threatening space-age competitors, and crying out for more facts and a return to good old-fashioned mental discipline. And physical educators, frightened by the muscular strength of our Russian competitors, are crying out for a return to the security of their old biological fortifications.

Have all of us forgotten the most fundamental lesson of history? Are we really persuaded that yesterday's thinking can provide the solutions for tomorrow's problems? I think not. Man has always been thrown into a state of panic by the thought of changing his ways, and historically he has either recovered his wits and moved forward with his expanding knowledge of his universe or been banished from it by the inexorable process of cultural evolution. Optimistically, I believe that we shall accept the first alternative; and we must accept it if we wish to survive.

Man is a biological-psychological-social creature. Certainly education and physical education must minister to these three aspects of his life. But man is far more than a mere biological-psychological-social organism driven by biochemical tropisms and powered by a set of reflexes than can be conditioned. Man is a *human* being, unique among the species of the earth, whose ablity to *think* about his own life drives him to ask questions that no other animal can ask about the meaning of his own existence. From our growing psychiatric understanding we know that he literally can not live as a human being without finding satisfying answers to the questions: Who am I? What am I? What is the meaning of my human life?

Now his old certainties have been threatened by his own curiosity about the heavens that his ancestors took for granted, and he is forced to find new answers to his own questions about the significance of his human life. But the questions he is asking are not really the questions of science; they are the basic questions of philosophy. And I believe that education must now move from physics and physical fitness to philosophy if it is going to save the sanity and the substance of the human race.

Meaning—Centered

Yes, the time has come when we must again move on in educational thought, probing more deeply into the nature of man and the nature of the experiences in which he finds the meaning of his life. Man's capacity for finding human meanings in his own, direct, sensory perception of himself and his universe is the hallmark of his uniqueness as a human, rather than an animal, being. In those meanings he finds the unique significance of his own human endeavours—his own unceasing pursuit of excellence—in a universe filled with infinitely diverse forms of life. If education is to minister to the needs of human beings in this ego-destroying age of space, it must become *meaning-centered,* because only as man finds his own human endeavors meaningful to himself can he preserve his own sense of human identity.

The development of a meaning-centered educational philosophy will be a painful process. There is more to be learned today than any one person can ever know, and new knowledge is piling up by the minute. A greater variety of experiences is available to a six-year old child today than was available to its grandfather during a long life-time. New criteria must be established for determining which of the experiences offered in the name of education are most meaningful and which are merely traditional. As these criteria are applied, there will be many casualties among traditional forms of subject matter. Whether or not the traditionally-entrenched forms of physical education experiences will be among these casualties will depend on our ability to answer these fundamental questions: What *unique* learning experiences does physical education provide? What kinds of meaning are inherent in these learning experiences? What values do these meanings have for human beings? How will they help to sustain man's sense of his own human significance and identity in a world of space?

Movement

Perhaps we can begin to move past our long need to justify physical education in terms of concomitant values by examining our own personal preoccupation with movement. Why do intelligent people like us spend many hours in the hot sun batting a tennis ball back and forth across a net? Why do we walk miles on tired feet in pursuit of a golf ball, only to deliberately hit it down the fairway again? Why do we go down into the sweat-box called a handball court and deliberately induce fatigue by hitting a small black ball against a wall? Why do we bounce on trampolines, circle high bars, dive from diving boards into cold water, and stretch our ligaments on the practice bar in the dance studio? On the face of it, these seem to be ridiculous occupations for intelligent adults like us. But all of us seek them voluntarily; and all of us know that they are for us some of the most meaningful of all of our human endeavours.

Why do we do these things? To become physically fit? To develop our ability to learn by doing? To improve our human relationships? Certainly all of these things can and do result from these movement expe-

riences—but, even more certainly, these are not our basic motivations in seeking those experiences. We do these things for one reason only. We do them because we find these movement experiences meaningful in their own right.

We play tennis for the same reason that men paint pictures, sing, play musical instruments, devise and solve algebraic equations, and fly aeroplanes. We play tennis because it satisfies our human need to use our human abilities, to experience ourselves as significant, creative, and, therefore, personalized beings in an impersonal world. We do these things to intensify, structure, and enhance the sensory perceptions that are our only direct source of information about ourselves and the world we live in; and these sensory perceptions are the source of the human meanings we find in our human lives.

Non-verbal Uniqueness

Sometimes man tries to express these meanings in words he has devised to represent them, but many of the sensory experiences that make our lives meaningful to us can never be expressed in words. Can you describe such a simple thing as the aroma of coffee? The color of red? The sound of a concerto? Even as I say these words you have responded to these concepts in many ways that defy the limits of verbal communication. The unique non-verbal essence of these sensory experiences has its own unique kind of meaning to you, however, because it is one meaningful aspect of your personal participation in the process we call life, and it is one of the ways in which you have established a personalized relationship with an impersonal world. Similarly, the meanings we find in moving about the tennis court and dance studio can not be verbalized, but the very fact that intelligent human beings go to great trouble to move in these ways is evidence that their sensory perceptions of these movements are meaningful to them as highly personalized experiences that involve some element of self-identification as a significant being in an impersonal universe.

What I am saying is not new. Musicians have long ago persuaded us that the sensory experience of hearing and making the structured sounds we call music is a meaningful experience that expands a child's comprehension of one aspect of his universe. The artists have long ago convinced us that the sensory experiences related to color, design, form, and structure are liberalizing experiences that increase the meaningfulness of human life. But we who love so dearly the sensory perception identified as kinesthesia, we who have found some of the most valued meanings of our lives in the perceptions identified with movement, have never spoken out about the unique meanings we know are implicit in our movement experiences. Perhaps now, when the concommitant values achieved through these movement experiences are about to be called into question, we shall at long last proclaim the unique meanings found only in movement.

Interestingly enough—and perhaps to our shame—the basic research that supports this belief in the inherent meaningfulness of kinethetic perception has not been done by physical educators. It is being done by neuro-physiologists and psychologists. Recent studies in neuro-physiology have demonstrated that the kinethetic receptors are second only to the eye and ear in their complexity and in the richness of sensory information they convey. Meanwhile the psychologists who are studying the nature of human intelligence have come to recognize that all varieties of sensory perception are subject to the transforming process of human mentality, and recently they have identified kinesthess as one of the important sources of the knowledge and understanding that we call intelligence. Perhaps these new findings will give us the encouragement we need to speak out about the meanings we have always known were inherent in our own movement experiences.

Movement Meanings

The meanings inherent in the sensory experience of moving in purposeful ways are the unique educational contributions made by physical education. The more we enlarge the variety of our movement experiences, the more we add to our personal stock of meanings and understandings, and the richer becomes the texture of what Susan Langer has called "the intricate web of meanings that is the real fabric of human life." The less we move, the less we know about this meaningful area of living, and the fabric of our lives is accordingly impoverished. Our primary job as physical educators is to provide opportunities for children to move in many ways for many reasons so that they may find some of the many satisfactions and meanings that we have found in our own sensory experiences of human movement. Our educational significance rests on our ability to provide challenging and satisfying movement experiences in each class period. Our educational survival depends on our ability to make it crystal clear to ourselves and our fellow-educators that the pursuit of excellence in movement is as significant as man's unceasing pursuit of excellence in any other form of human endeavor based on the use of any and all of his other human abilities.

Recently I heard a lecturer quote Karl Marx' statement that "life is only motions of matter." But the woman sitting next to me fortunately mis-heard him and wrote in her notes a much more profound ob-

servation: "Life is motions *that* matter." And of course she was right. The wonder of being human is that we have the ability to make motions that *do* matter to us as human beings. Human movement is motion that matters very much to us human beings, and in that mattering lies the source of the vitality that has sustained us professionally during the long years of our search for our true identity as physical educators or movement educators. As we begin to examine our movement experiences to discover the unique meanings they have for us, I believe we shall also discover that the concomitants we have long cited as objectives have been valid only because we always knew that the basic movement experiences though which they were derived were truly meaningful in their own right.

Just "going through meaningless motions" does not product physical fitness. Fitness comes from continuing to move past the point of mild fatigue. It was only because those movements were meaningful to us that we continued to hit tennis balls while the perspiration poured from our skins, went on walking after golf balls while our legs ached, and continued leaping and falling in the dance studios until we were so tired we could scarcely walk—and physical fitness resulted from our meaningful perseverance.

Just "going through meaningless motions" does not produce the learning that comes from doing. An idiot child in China may sit all day transferring a feather from one molasses-smeared hand to the other, but he learns nothing from these motions. It was only because the movements we used in playing basketball were meaningful in their own right that we enjoyed competing in this miniature game of life, exhilarated by winning, but undaunted by losing because the basic meaning of the game itself was found in moving in the specialized ways which structure the game of basketball.

And neither were the values of interaction derived from just "going through meaningless motions" together. Ten children sitting in a circle to transfer feathers from one sticky hand to the other would learn nothing about human relationships. It was only because the movements we used to dance the polka were meaningful that we learned something about cooperation as a result of this experience.

Movement Experiences

In short, all of our beliefs about the physical, psychological, and social values of physical education have always rested on our unspoken belief that the movement experiences that make up the subject matter of physical education were uniquely meaningful in their own right. But—perhaps because we tend to be kinesthetically gifted rather than verbally gifted—we have failed woefully to convey to our fellow-educators the kinds of meanings that are inherent in the movement experiences we so highly prize. I think the time has come when we must try to do this.

In my opinion, we who call ourselves physical educators will never find our own professional soul until we can give our own uniquely meaningful and therefore educational answer to the question: Why is it desirable for a child to try to stand on his head? Perhaps we can begin to answer this with another question: Why is it desirable for a child to smear finger-paint on sheets of paper? Or, why it is desirable for a child to bang two blocks of wood together in a rhythm band? Why is any form of human endeavour, any form of sensory experience, potentially meaningful?

I believe doing a head stand is educational in the same way and for the same reasons that it is educational to paint pictures and make music. I believe it is good for a child to attempt a head stand in order to find out what it means to him to stand on his head. Standing on your head is a sensory experiencing of yourself in relation to the world in which you live. It is potentially meaningful simply because human beings have the blessed ability to establish their own identity through the meanings they find in their sensory experiences. Surely it will have concomitant values, as all human experiences do, but these concomitants are meaningful only to the extent that the basic experience with which they are associated has unique meaning in its own form and in its own right.

Concluding Statement

Will recognition of the meaning implicit in our movement experiences materially alter our physical education curriculum? I think not. Our curriculum is made up of the kinds of movement experiences that children have long found meaningful because we have never been able to sell normally intelligent children experiences that were not meaningful to them.

Will it be easy for us to sell this concept of the meaning of human movement to those people we call "the administrators"? No. It will not even be easy for us to incorporate this concept into our own educational creeds. But I believe that we can do what we must do in our own moment of history. And I believe that only as we are able to identify the *meanings* and values that we, ourselves, so highly prize in our movement experiences can we hope to find a permanent place for physical education in the *meaning-centered* curriculum that will meet man's needs for discovering his own identity as a human being in an impersonal universe of space.

Critical Questions About Physical Fitness

William H. Solley

PHYSICAL FITNESS has moved to the forefront as a major goal of physical education. Emphasis placed on this objective in professional literature, meetings, and other activities in recent years underscores the likely trend ahead. The thousands of words on this subject are justifiable when the unsatisfactory state of physical fitness in American children and adults is considered. There is little doubt that the message concerning this need has been transmitted to those responsible for the school physical education programs. There is some question as to why, except in isolated instances, these programs are not being revised to meet physical fitness requirements better.

The delay in action could be due to an inability of teachers to translate the volume of information about physical fitness into concrete terms applicable to the teaching act. Perhaps it is due to the presence of too many decoding devices, each providing so-called clear-cut answers to phases of the problem. The latter cause appears to be of particular significance to the author. The entire area of physical fitness is fraught with wild claims based on flimsy evidence, contradictions, and feelings of disbelief. All could be rectified by well-planned research in physical fitness. The physical education profession is in desperate need of factual knowledge in this area.

Below are listed some characteristics of physical fitness which are believed to be essential to a better understanding of its role in physical education. Each of these characteristics poses a number of questions. In some instances these problems have been partially investigated. In all cases much more research is in order before concrete answers can be given. The list of questions following each characteristic is not intended to be complete, but rather to serve as a framework for further thought.

1. *Physical fitness is an abstract term that defies concrete definition, making further analysis into all-inclusive elements difficult.* By the same token health is an abstraction. Yet the medical doctor, by application of specific evaluation methods and devices, is able to isolate factors which influence the health of a given individual.

Research people in physical education have evolved a list of factors considered to be important elements of physical fitness. Strength, endurance, agility, power, speed, balance, and flexibility are listed most often in this sense. Seldom can one find the same group of characteristics listed by two or more experts in the field. Listings range from one or two items, notably strength and/or endurance, to a far larger number of elements than appears here.

What are the component factors of physical fitness? How do these factors contribute to physical fitness in life-like situations? What are the inter-relationships between these factors in physical exercise? Are these relationships the same in one physical activity as in another? The answer to these and similar questions would lead to a much better understanding of what physical fitness is.

2. *Physical fitness is a total body condition.* It can be thought of as that part of total fitness that can be ascribed to the physical components of the body. This presents at least two sources of questions.

The first involves the human organism itself. All elements included in physical fitness at the present time result from action and interaction of the systems of the body. Can physical fitness be described in terms of the condition and functioning ability of individual systems of the body, e.g., the respiratory system, the cardio-vascular system, or the muscular system? If the function of any given organ or groups of organs of the body is a factor in physical fitness, what is the relative value of this function with that of other organs or groups of organs? Can norms be devised utilizing measures of these functions so that the comparative level of physical fitness of a given individual can be determined from this source? Can the efficiency of individual organs of the body be used as a prognostic device to predict the level of physical fitness in real-life situations?

On the other hand, many questions concerning the totality of the individual are related to the effect of environmental conditions on the acquisition and maintenance of physical fitness. What effect do such factors as poor mental health, unstable home conditions, poor housing, undue emotional stress, social inefficiency and varying climatic conditions have upon achieving and maintaining an adequate level of physical fitness? Are all elements of physical fitness affected equally in these respects? If not, what are the major differences? Can the mind influence the development of physical fitness when other influencing factors are held constant?

3. *Physical fitness is a relatively current state.* It is gained through muscular activity tempered to a desirable degree of intensity and duration. It can be lost when a desirable level of participation is not maintained. Experience has shown this to be true. Yet many important questions come to mind in regard to this principle.

How much and what kind of physical activity is necessary to attain a specified level of development in each of the elements of physical fitness? What

individual characteristics of man influence the development of each of these elements? How much and what kind of physical activity are necessary to maintain specified levels of fitness? What is the rate of regression from specific levels of physical fitness when exercise programs are discontinued? Are all elements of physical fitness similar in this respect?

4. *The development of physical fitness from a particular activity depends on the intensity, duration, and regularity of the physical exercise.* This statement is of grave importance to the program planner in physical education. A logical program, aimed at developing physical fitness as well as other important personal characteristics, demands a thorough knowledge of the relative value of various physical education activities.

What is the relative value of these activities in the development of elements of physical fitness when other influencing factors are held constant? What is the relative contribution of physical education activities and other daily activities to the development of physical fitness? What are the inter-relationships between intensity, duration, and regularity in the development of physical fitness? What methods of teaching are most conducive to the development of physical fitness? The answers to these questions are of vital interest at this time.

5. *The degree to which physical fitness can be developed is limited by numerous hereditary and environmental factors.* Most norms of physical fitness tests take into account the size and body shape of the individual. Are there other hereditary or environmental factors of importance in limiting development in the elements of physical fitness? Can physical fitness norms be established for individuals with known uncorrectable defects? What progress in physical fitness can be attributed to correction of specific environmental faults, such as poor sleeping habits? Should the entire emphasis in the development of physical fitness be placed on an exercise program of correct content, or should the emphasis be placed on such an exercise program operating within certain environmental controls?

6. *Physical fitness should be measured in a continuous data prospective.* Generally speaking, it is not a question of whether one has physical fitness or not, but rather what degree of physical fitness is present. Minimum requirements depend to a large extent on the daily activities of an individual and the pre-disposition for certain types of emergencies in his environment. Many questions go unanswered here.

What is a desirable level of development in strength, endurance, agility, and other elements of physical fitness for the individual in specific types of environments? What are some possible hazards of over-emphasis of strong developmental programs? Is there a minimum level of physical fitness? What are some specific dangers, described in true-to-life terminology, of dipping below this minimum level, if such a thing exists? Are all elements of physical fitness equally important in this respect? What are the advantages of going far above the minimum or desirable levels of development?

7. *Physical fitness is a desirable trait.* This statement appears to be self-evident. Yet the physical educator who has attempted to "sell" the value of physical fitness knows of the problems involved. Much research is needed in this area.

What influence does the level of physical fitness have on such things as prevalence to disease, infection, and mental illness? Does the level of physical fitness maintained throughout a lifetime influence mortality? Are there periods in a lifetime that are more important than others in maintaining a desirable level of physical fitness? What are the genetic implications for physical fitness? The answers to these questions in concrete and unquestionable terms would be of great importance in public relations.

The physical education profession cannot be expected to go quickly about the job of increasing the level of physical fitness of American youth until more of the answers to questions concerning physical fitness are known. Teaching in physical education, as in any field, begins with a reasonable knowledge of the area to be taught. Such knowledge about physical fitness is largely dependent on research. Can research in physical education meet the challenge?

IT IS NOT EASY

To apologize
To begin over
To be unselfish
To take advice
To admit error
To face a sneer
To be charitable

To keep trying
To be considerate
BUT IT ALWAYS PAYS
To avoid mistakes
To endure success
To profit by mistakes
To forgive and forget

To think and then act
To keep out of a rut
To make the best of little
To subdue an unruly temper
To shoulder a deserved blame
To recognize the silver lining

from YANKEE NEWS

The Group Process—at Work

W. K. Streit

"HOLD ON A minute," we say, "in my opinion. . . ." This is as American as Patrick Henry, as old as the taverns of Boston where we planned the Revolution, and as up-to-date as Town Meetings on the air.

Whenever a decision must be made or an opinion formed, Americans talk about it. We talk about our personal problems in the home and over the back fence. We talk it out before we elect our representatives and when we pass a law or adopt an amendment. In short, the ballot box and the cracker barrel are both basic to our way of life. We believe in government by discussion, in majority rule in a climate of free speech.

That is the way democracy works. It is not always speedy and sometimes it is inefficient. It is not always easy to achieve direct and immediate results. But it is the only way a people can hammer out their own decisions in the competitive market of ideas. It is the only way we can stand up in public and say, "Now the way it looks to me is this . . ."

PURPOSE

Sometimes the only purpose of a discussion is to exchange information; sometimes to formulate individual attitude. Discussion is often a means of formulating policies and arriving at group decisions by the majority. But majorities are seldom created by any magic formula. We prefer them to result from a careful thinking through of the facts and from an exchange of individual opinions which increases the likelihood of the learning of all the facts. In short, we prefer intelligent and orderly discussion to any other method for reaching group decisions. Investigators have found that even a relatively short discussion may change the opinions or attitudes of as many as 40 per cent of those who listen or take part.

The inescapable conclusion, therefore, is that if discussion is carefully organized and intelligently led it will be popular and attractive. It will be useful and effective in any group as a method of exchanging information and acquiring a broader understanding of common problems. It will tend to result in the development of intelligent attitudes and opinions by those who take part.

LIMITATIONS

Like any other group enterprise, discussion is not without its limitations. It should not be undertaken without a well-defined objective and a plan for achieving this. The leader who is going to organize and lead a discussion should not plunge recklessly into his task with nothing but zeal for equipment. He must remember that good discussion is a deliberative process; it encourages careful consideration and it requires careful preparation. Intelligent and skilled leadership during the meeting is as important as careful planning. Self-expression is often a better way of learning than listening or reading. The more the leader knows about stimulating and guiding that expression, the more fruitful will his discussion be.

THE LEADER'S JOB

The most important individual in any discussion is the leader; upon him, in large measure, depends the success of the meeting. The difference between good and poor leaders is not so much in knowing about the topic as in knowing how to get people to think together. This is not always apparent to the casual observer, for when the leader is most effective he keeps the spot light of attention on others. He gets the discussion underway and then, like the quarterback on a football team, tries to keep the ball moving toward the goal. He knows the general objectives of the discussion program and guides the group to those ends, inviting expression of minority opinions, checking those who want to talk all the time and encouraging timid members to take part, organizing individual contributions into some sort of unity, and in dozens of unobtrusive ways keeping the discussion on the track.

QUALIFICATIONS OF THE LEADER

1. Ability to think and act quickly.
   The unexpected is always happening and the leader must be able to change his plans on the spur of the moment.
2. Ability to get along with others.
   The leader's aim is to get people to think together instead of listening passively to others. He often has the added problem of composing differences among members.
3. Respect for the opinion of others.
   The leader must be a good listener. He must be genuinely interested in finding out what others know and what they believe.
4. Willingness to remain in the background.
   A discussion leader who parades his own knowledge and takes pleasure in pointing out mistakes of others will not be popular or effective.
5. Knowledge of the topic.
   While the leader should have a good general knowledge of the topic, he should represent primarily the interested members of the group who raise questions, not the expert who answers them.

ADVANCE PREPARATION

In preparing for the meeting, the leader should:

1. Study the group.
   It will help the members of the group as well as the leader if he can get to know them before the meeting. If a small group, make introductions.

2. Study the topic.
   He should develop a general familiarity with the topic and the main lines of thought it may set off.
3. Prepare introductory remarks.
   He will need to get the discussion going with at least a few comments. In some cases he may feel it necessary to sketch the general background, point out significant questions, and bring it to a sharp focus before the group takes over.
4. Prepare a discussion outline.
   This should not be a straight jacket, but a guide. This might consist of a series of questions. Knowing that some will not impress the group, the leader will usually prepare more of them than can be fully considered.

CONDUCT OF MEETING

1. Getting the meeting started.
   Remarks previously prepared will start the meeting; by their brevity and directness, they should set the style. He draws the group into discussion by throwing out provocative questions.
2. Keep the discussion on the track.
   The best procedure is to raise the question of whether the discussion is on the subject and let the group or the speaker of the moment decide.
3. Make occasional summaries.
   By this means, he may check needless repetition, bring random conversation back to the subject and point up apparent areas of agreement or disagreement. He can insure accuracy and lack of bias by asking the group to check him or to add points he has overlooked.
4. Encourage general participation.
   It is important that everyone with something to say, be encouraged to say it. Timid members may be drawn into the discussion by asking them for specific information the leader knows they have. He may inquire whether those who haven't spoken would like to comment and by recognizing those who have kept silent but look ready to speak rather than the more vocal members.
5. Keep the discussion from becoming one-sided.
   Despite the leader's plan for an open discussion, it may be that most of those who speak take the same point of view. The leader must then specifically invite opposing arguments or he may introduce them himself. Or he may quote a well known person and then ask, "What do you think of that position?"
6. Remain in the background.
   He can do this by asking questions instead of answering them. Most of the suggestions and questions should be addressed to the group as a whole and only occasionally to one member.

Here are a number of situations that typically confront the leader of a group discussion and possible questions that may help resolve them:

a) To call attention to a point that has not been considered:
"Has anyone thought about this phase of the problem?"

b) To question the source of information or argument:
"Who gathered these facts that you spoke of?"

c) To register steps of agreement (or disagreement):
"Am I correct in assuming that we all agree (or disagree) on this point?"

d) To bring the generalizing speaker down to earth:
"Can you give us a specific example on that point?"
"Your general idea is good, but I wonder if we can't make it more concrete. Does anyone know of a case . . . ?"

e) To suggest that some are talking too much:
"Are there those who haven't spoken who have ideas they would like to present?"

f) To suggest the value of compromise:
"Do you suppose the best course of action lies somewhere between these two points of view?"

g) To suggest that the group may be prejudiced:
"Is our personal interest in this question causing us to overlook the interests of other groups?"

h) To handle a question the leader can't answer:
"I don't know. Who does?"

i) To encourage a speaker to talk with the group, not at the leader:
"Don't you think you'll be heard better if you face the rest of the group?" (Better still, use circle formation.)

j) To cut off a speaker who is too long-winded:
"While we're on this point, let's hear from some of the others. Can we save your other point until later?"

k) To help the member who has difficulty expressing himself:
"I wonder if what you're saying isn't this . . . ?"
"Doesn't what you've said tie in with our subject something like this . . . ?"

l) To encourage further questions by friendly comment:
"That's a good question. I'm glad you raised it. Anyone have an answer?"

m) To break up a heated argument:
"I think we all know how Jones and Smith feel about this. Now who else would like to get in on it?"

Rhetorical questions do not stimulate group thinking; questions that are too broad baffle the members. Try to make the questions pointed and specific. Start with "what" to get opinions and facts, "who" or "where" for sources of opinions and facts, "who" or reasons and causes, and "how" or "when" to narrow the discussion.

Finally, the leader can remain in the background only if he keeps his questions and comments brief. By the very nature of his role he will probably speak more frequently than any member; good discussion leaders do. But, so long as he talks only when it is necessary and then at no greater length than needed to keep the conversational ball rolling, members are not likely to complain of the frequency of his remarks.

CONCLUDE THE MEETING

Sometimes the leader may want someone else to give the summary, but ordinarily he will be the best-equipped person to do the job. He need not have taken copious notes during the meeting. Careful attention to the discussion, his original outline, and deviations from it should be adequate.

A good summary of the discussion will help send the members away with a feeling that they have arrived somewhere, that the experience has been a fruitful one. By having the results of the group's thinking put into capsule form the members are given something tangible and they have a few pegs upon which to hang their own thinking.

Being JUST A LITTLE careless about injury is like being just a little dead.

A Look At Rope Climbing

Wayne Skill

GYMNASTICS HAS GAINED unusual prominence as a competitive sport during the past few years. As a result the amount of information being published on this activity has increased and it is possible to find up-to-date written analyses of many of the moves currently being performed by gymnasts in competition.

The rope climb, which is one of the few measurable events in sports, has escaped extensive written analysis. This seems unusual when the amount of material published of measurable events, mainly those in track and field, is considered.

Some Comments in Related Literature

Bunn[1] has shown interest in rope climbing. His beliefs may be summarized as follows:

> (1) Use of the biceps muscles was emphasized and the role of leg action minimized because the reaction of the leg movement must be absorbed by the arms. (2) The arm should not be fully extended during the reach because of lack of effective force in this position. (3) Since the maximum effectiveness of the bicep muscle occurs when the bicep is at right angles to the forearm, the hand change should take place at the time when the upper arm is horizontal. (4) In accordance with Newton's first law (that a body in motion tends to remain in motion) the action of the climb should be a smooth, continuous movement.

Morehouse and Cooper[2] shifted the emphasis from the arms to the back. Their conclusions were:

> (1) In a skillful climb the back muscles do the major portion of the heaving while the arms are used mainly to guide the body. (2) Leg use is held to a minimum and is for balance only in a fast climb. (3) The legs, being heavier than the arms, cannot be moved as fast as the arms if the leg excursion is great. (4) The legs should be carried in a steady raised position with the hips flexed about ninety degrees. (5) Rigidity of the trunk reduces extraneous movements which would dissipate the effective forces of the muscular contractions and the momentum. (6) Trunk rigidity is accomplished by hip flexion, which straightens the vertebral column and puts the latissimus muscle on stretch and adds rigidity to the abdominal wall.

THE ANALYSIS

Films of the motions of a well know rope climber were recently viewed on a stop-motion movie projector while attending a Seminar in the Analysis of Athletic Performance at the University of Southern California. Though the climber had been viewed in action many times with the naked eye, it became evident through the use of this projector that many fine points of a motion can easily be missed when viewing a live performance. Therefore, it was decided to analyze the climbing styles of five competitive climbers in order to determine what factors might be discovered that appear to be important in successful competitive rope climbing.

Three of the climbers were studied from films taken of a national collegiate gymnastics meet. One climber was photographed by the late Dr. John Sellwood of UCLA and another by Dr. John Cooper of U.S.C. The climbers used in this study were chosen because of their recognized ability as rope climbers. They were Don Perry whose best time on the twenty foot rope was 2.8 seconds, Ken Foreman with a best time of 3.1 seconds, Bob Hammond with a best time of 3.3 seconds, Paul Paley with a best time of 3.7 seconds and Pat Borasch with a best time of 4 seconds. The latter two slower performers were used to discover any possible differences in movements.

The films studied were not the type ordinarily taken for analytical kinesiological study. Instead, they were typical films such as might be taken by a coach while being a spectator at a gymnastics meet. A 16 MM Bell and Howell Specialist projector was used to project the films. Special features of this model were a reverse switch, a variable speed rheostat, a stop action mechanism and a hand crank which made it possible to run the film forward and backward one frame at a time.

The belief has been common among gymnasts that Perry, one of the subjects used and co-holder of the national record, leaned back more than other climbers as he climbed. It turned out that Perry actually had less backward lean than the others reviewed. It was startling to note that he leaned backward as little as eight degrees during various stages of the climb, exclusive of the start. By contrast, Borasch, the slowest climber was observed to have a predominant backward lean of more than thirty degrees during the climb.

Two factors which might give the impression to the casual observer that Perry had great backward lean were, first, the tilted back position of the head and, second, the elevated or open position of the chest. The backward head tilt could be a result of the more upright body position. The chest position may be due to his great strength. Less experienced climbers were unable to achieve this position.

Strangely, Foreman, the second fastest climber varied in backward lean from twenty-one degrees to thirty-five degrees, but the the predominant angle being close to thirty-five degrees. Apparently the backward lean is important in determining good leg position. The legs of the second fastest climber, Foreman, while very active, remained in front of the body. In contrast, Perry's legs were under his body with one foot behind him part of the time. Obviously, this latter move was for balance.

Considerable leg movement was exhibited by four

of the climbers. This seems contrary to descriptions by Bunn and by Morehouse and Cooper. Speed of leg movement was aided by bending the knee, an act which shortened the resistance arm of the lever. Perry's knee action, for example, might be likened to a man climbing a ladder. One knee was flexing as in reaching for a higher rung of a ladder while the other was extending as if pushing the climber up. The action was alternating.

Hip flexion and extension which was recommended by Morehouse and Cooper to be slight was found to range from sixty-three degrees to two hundred degrees with a maximum range of one hundred twenty-five degrees exhibited by Hammond, the third fastest climber.

Maximum extension of the elbow during the reach proved to be less than one hundred eighty degrees as reported by Bunn. Maximum extension preparatory to the next pull was exhibited by Perry and Foreman, the two fastest climbers. It was one hundred fifty-eight degrees for Perry, the fastest climber and one hundred sixty degrees for Foreman, the second fastest climber. Borasch, the slowest climber extended his arms only one hundred fifty degrees.

That the latissimus muscle plays an important role in climbing cannot be denied. In some positions of the climb the elbow could be seen to be continuing its downward motion in relation to the body even though the angle of the bicep and the forearm might not have been changing. The arm is drawn downward and rotated inward with a strong pull by the latissimus muscle. It is reasonable to believe this could account for the strong pull some climbers obtained with the hand pulling nearly to the hip as the body was rotated in preparation for the next stroke. This tendency of the latissimus muscle to help rotate the arm inwardly would also aid in the observed rotating of the body to help elevate the opposite shoulder for the long reach. The pectoral muscle may likewise be of benefit since one of its functions is medial rotation of the humerus.

Lateral lean from the vertical was observed in all climbers. Perry, the fastest man, exhibited the least amount, but was also the most inconsistent, ranging from seventeen degrees to twenty-six degrees to each side. His most usual deviation was twenty degrees to each side. Borasch, the slowest man, exhibited the second lowest deviation: twenty-seven degrees. Others leaned to each side as much as thirty-five degrees. This lean could have been only an attempt at keeping balance, or it could have been closely associated with the action of reaching. The latter seems likely.

From the back, the climbers center of gravity appeared to move from side to side as the climber moved upward. It is quite possible or even probable that since the resistance arm was being shortened, the radius of gyration was moving inward. As the center of gravity moved through its arc, the angular velocity would increase according to the law of the conservation of angular momentum. This, however, raises the question as to whether angular momentum can be utilized to benefit the climber or is a minor detrimental factor.

It is possible that the impression has been gained that Perry climbed throughout the event with an extreme backward lean because of his extreme backward lean at the beginning of his climb. Perry and Foreman sat on the floor in preparation for the climb in approximately the same position: with twenty-two degrees backward lean. Foreman's initial pull from the floor put him in a position of forty-five degrees that great almost constantly throughout the climb.
backward lean. He maintained an angle very nearly

By contrast, Perry, during his initial pull, was observed to come to a position of sixty degrees backward lean. This was increased to sixty-three degrees during his second pull. In addition, one leg was kicked higher than the head. This helped put the hips in an elevated position. After this, the backward lean was reduced rapidly to the more nearly vertical position of eight degrees.

As Perry made his initial movement he pulled with one hand more than with the other. This was indicated when one shoulder seemed to rise more rapidly than the other prior to his first hand change. This action was not noticeable in the other climbers and could be indicative of sufficient strength exhibited by him to make this move advantageous. There is a strong possibility that this initial pull, which apparently was due to a strong pull of the latissimus muscle against the arm because of the lift of the trunk and hips exhibited when the arms were stabilized, could be a more efficient method of getting off of the floor. Hammond, the third fastest climber, it should be noted, had the greatest amount of hip lift at the start; he came to a position of seventy-one degrees backward lean.

Although there are limitations to this study the data seem to indicate five conclusions.

1. A noticeable difference between good and poor climbers was the position at the end of the arm pull. Better climbers pulled the hand closer to the hips than the poorer climbers even though the angle between the arm and forearm was not any smaller.

2. Because of the balance provided, leg movement, if not actually beneficial, may not be harmful if the legs are moved in the proper manner.

3. Because speed is regulated by arms and back strength, slowness of leg action is apparently not a limiting factor in

the rate of climb, for by bending the knees the legs can be moved as rapidly as the arms are able to mive.

4. Leg action during the climb was extensive. Extension of the hips in excess of a straight angle and flexion of the hips to slightly less than a right angle indicate the great range of leg movement.

5. The start seemed to be more efficient if the hips and legs, or one leg, were raised high to attain a position of great backward lean. The effect was to get the mass of the climber's weight in action explosively.

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Excerpts from Dr. Conant on Physical Education

All educators are aware that for the past few years in the United States, our total educational curriculum has been the target for many studies, formal presentations, articles, and 'coffee cup' discussions. As educators, past, present, and future, we must indeed not only be aware of the attacks, constructive criticisms, and compliments received from many and varied sources; but, we must also try to evaluate what is being said and published in relation to our own programs of physical education. As a result of serious consideration and evaluation of many viewpoints we should constantly strive to improve our current programs.

The following excerpts are taken from two formal presentations made by Doctor Conant during the American Association of School Administrators Conference and the 44th Annual Convention of the National Association of Secondary School Principals. These are of extreme interest and importance to our profession. Do keep in mind that these excerpts are an outgrowth of studies conducted on senior and junior high school and are not meant to lessen the importance of physical education at elementary school level.

". . . I am also convinced that ideally a period of physical education should be required for all pupils in grades 1 through 12 every day, though the length of the period might well be shorter in the lower grades. From what I have heard, drastic revisions of the physical education courses may be in order in many schools . . ."

". . . In grade 8, or in grades 7 and 8, I believe the following subjects should be required of all pupils: English, social studies, mathematics, science, art, music, physical education, industrial arts for boys, and home economics for girls . . ."

". . . The early adolescent period, as I need not remind you gentlemen, is indeed a very special one physically, emotionally, and mentally. . ."

". . . There are a few more points I should note about this program. First I gather that relatively few schools schedule physical education every day. From what I have heard, drastic revisions of the physical education program may be in order in many schools before the ideal of 5 periods a week can be achieved. Five days of a poor program is not better than two or three days. The 6-period day will stand in the way of the introduction of foreign languages in grades 7 and 8 . . ."

". . . Having spoken at length about pedagogic matters, I should stress the importance of activities and facilities that promote the social as well as the academic development of children in grades 7 and 8. Dramatics, musical activities in the form of choruses and orchestras, intra-mural athletics, dances —these have their place in the transitional years of grades 7 and 8. A gymnasium and auditorium become necessities . . ."

". . . I have already mentioned my skepticism of grouping and scheduling based on band membership, and I deplore the substitution of band for physical education . . ."

What are the implications that these excerpts have for your program?

Newsletter of Oregon Association for Health, Physical Education and Recreation

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Elderly, wealthy, and quite hard of hearing, the patriarch of the family decided at last to buy one of those "new-fangled" hearing aids. Two weeks later, he stopped in at the store where he had bought the device and reported to the delighted manager that he could hear conversation quite easily now, even in the next room.

Manager (beaming): "Your relatives must be very happy to know you can hear so much better."

Old Man (chuckling): "Oh, I hain't told 'em. I been sittin' around listenin' and you know what? I've changed my will twice!"

"Like This"

Quinn Constantz

IT'S BEEN SAID that one picture is equal to ten thousand words, but I have never been told the number of words that are equal to one demonstration. It probably is equally as valuable as the picture.

Beginning teachers have a tendency to talk too much and allow too little participation or learning by the students. However, we find there is often a tendency for a skilled performer who can demonstrate well to use too few words.

Picture this situation: Now this is the way we spike, "Like this".

What did you do, Coach? Where was the ball? How high above the net? How far away from the net? Now did you face? What was your foot work like? How did you hold your hand? In which direction was the ball aimed?

As perfect as a demonstration can be, it does not take the place of a description of the various elements that go into the finished overall skill. Many times we find a "natural" athlete so skilled, learning so easily that he assumes everyone can watch him and duplicate his performance. This is seldom the case. Every skill should be broken down into basic elements and analyzed and discussed before the student can get the concept of the entire skill.

We find that most individuals who have learned skills the hard way make better teachers because they have "educated" themselves in order to do a more efficient job.

Everyone has heard of the "whole-part-whole" method of teaching. The first "whole" is presented in order for the student to get an understanding of the overall activity regardless of whether it is a team sport, an individual sport or skills in such things as tumbling, gymnastics and swimming. The "parts" are generally composed of the skills that go into the game or activity. The last "whole" is designed for the purpose of allowing the student to actually participate under the supervision of the instructor in the entire activity.

However, we find that the "part" can also be broken down into another "whole-part". In this "whole" the basic skill is shown through films, demonstrations, etc., so that the student can get an understanding of the whole operation of the basic skill. It is necessary thereafter to analyze or break up the components of the basic skill so that he may understand such things as: footwork, follow through, eye-hand coordination, rhythm, etc.

Now let's get back to this spike. "Fine, let's go through that demonstration of the spike again." "Like this." Now say to the class:

"This is how the spike is executed: I stand about a yard from the net with my left shoulder near the net facing my set-up man. The set-up man should place the ball one foot above the net and *one* foot from the net on my side, about three feet in front of me so that I can take a step toward him, leap into the air and direct the spike down at a sharp angle on the other side of the net. My hand is held in this manner." (Demonstrate the cup of the hand with a stiff wrist.)

The whole idea is to rely not only on demonstration but to analyze each basic element in the skill and explain it.

Let's take the tennis serve as one more example. Perhaps you have an excellent serve, and it is very easy to demonstrate successfully; but, do the students understand just exactly what you are doing in order to make a successful serve? What is the grip on the racket? What was your position of the feet from the start? What was the path of the racket head? Where is the ball when it is struck? From where does the power come? How is the ball held when it is tossed? Where is the elbow when the racket is "cocked"?

There are many fine teaching aids: manuals, handbooks, textbooks, slides, films, and the like outlining the breakdown of specific sport skills that are easily available today. It might take a little study on your part to analyze the skill, but it will be more meaningful following the demonstration if you can explain each step before the student himself undertakes the complete skill.

Since there are a number of students working with one instructor it is often advantageous to let students work with each other in groups of two or three to observe the other participants' or students' motion. One of the benefits of this is that before a student can critically evaluate another's performance, he must first know what the correct procedur looks like. Once he knows this he can evaluate his friend's performance and be more nearly accurate in what he himself expects to do. Most of us don't have mirrors in our classrooms, courts and play areas so that a student can watch himself and see exactly what he is doing. By having a partner who knows what to expect, more people can participate under scrutiny of a friend or helper.

Analyze the elements of every skill and explain them sell to the students, and then have them work in small groups to help each other. The observance of these two tips in teaching will help us do a better job of teaching if they are followed.

Preventive Orthopaedics, A Geriatric Approach

Charles LeRoy Lowman

SOME YEARS PAST a woman brought her eight year old son to me for a check up. Upon my inquiry as to the referral she said, "I heard you talk on posture at our school." I found the lad to have a general fatigue slump, with forward head, flat chest, round-hollow back, and a lateral pelvic tilt, requiring one half inch under the low side to level his standing balance. His ankles pronated, his legs rotated inward and arches relaxed. Just a common, garden variety of general faulty alignment.

When I blocked up his low side to level the pelvis I told the mother that correcting the side tilt in the presence of the forward tilt from the lordosis would take away the rotary distortion that otherwise would develop in the pelvic bones and in the spinal column. I further stated that this might prevent later back strain or sciatica as he grew up. She immediately said, "My husband has had a great deal of back trouble. Could it come from anything like this?" I said, "Certainly, the boy has probably inherited the short leg."

THE PROBLEM

About 40 to 50% of all of us have pelvic tilts of a quarter to a half inch or more. This means that we are not symmetrical on the two sides of the body and that, in consequence, all the muscle groups must be out of balance with their opponent groups. Therefore, all activities — work and play, athletic and gymnastic — simply apply more force to a framework that is out of line.

The muscles and ligaments that act on the joints or bearings of our body machine then place an uneven stress on them. Then the ligaments about the joints must become shorter on one side than on the other, and similarly with the muscles which produce the static or dynamic function of the joints. Such work naturally puts an uneven load on the opposite sides of the joints, so that the wear and tear of use is proportionate to that load. Hence, the greater the stress applied, the greater the wear.

The simple old law is that as structure and function go hand in hand so also do action and reaction. Slowly, as time goes on this small trauma, that I like to call micro-trauma, produces changes that in later years are evidenced by hypertrophic degenerative changes. This constitutes what I have indicated as the geriatric approach in the subtitle of this paper. Geriatrics, the study of the aging that begins at birth and ends with death, is too frequently confused with gerontology, the study of the aged.

BETTER UNDERSTANDING

The discussion of the wear and tear process on joints illustrates the need for all doctors, therapists, directors, coaches, nurses and health workers to ask themselves whether or not certain activities will do harm to growing young bodies. What attention should be given to their postural deviations along with attention to meabolism and nutrition, or faults in organic function? All of us should be concerned with the one fundamental influence that affects us all, namely, the force of gravity. We struggle in babyhood to get up on our feet, then we constantly activate our antigravity muscles so that segment above segment must be balanced one above the other in a state of unstable equilibrium. This must go on during all portions of our lives that are spent in the erect position.

A CASE STUDY

There was a man with a condition that had for several years become arthritic enough to be painful and which required an arthroplastic operation. On checking his early history I found that at age 15 he had worked in a grocery store and often unloaded a carload of 100 lb. sacks of potatoes from a truck to the warehouse. At that time he said he used to brag about his strength. He was heavy and stocky in build and his skeletal age obviously was lower than his physiological age. The wear and tear on his hips during this period of growth laid the foundation for later trouble. He later remained active and athletic, took up polo and other strenuous sports that ultimately caused him to require operative reconstruction of his hip.

SOME FACTS

It has been a common experience over the years to have patients present themselves with the complaint of an aching or painful hip and, upon examination, find some limitation of movement and often a mild limp, especially in abduction. X-ray will divulge an enlargement of the head of the femur and an incongruous joint with blocking on motion. The outer aspect of the enlarged and flattened head impinges on the rim of the acetabulum, with some slipping on its margin. There may be no history of any injury that the patient can recall, so the condition is probably due to a mild inflammation of the epiphysis and head due to micro-trauma from activity and weight bearing during the growth period. This may have been formerly thought to be so-called "quiet hip disease."

As examiners and dealers in human machinery, we should recognize that from 75 to 80% of all children and adults have varying degrees of postural malalignment. Therefore, it is most important that everyone concerned with the health of our children is aware of the implications of faults in body mechanics. While physical directors, coaches and recreationists give their attention to development of skill and the improvement of body fitness in its varying phases, they should also take a long look ahead to be sure that they are not doing ultimate harm. They are the keepers of the future and must realize that building more muscle in the presence of faulty joint alignment and function merely hastens the day when the skeletal structures will be unable to tolerate the stress from the added force of more powerful motors.

A CHALLENGE

It has always puzzled me that a coach who takes his automobile to a mechanic regularly to have its wheels aligned often gives little attention to the improvement of the body mechanics of the young people he is teaching. It should be obvious to him that a well aligned human machine will function more efficiently and with better result if minimum force is used. If the force is disproportionate to the strength of the framework, and the bearings carry an undue amount of stress, more wear and tear and depreciation will ensue.

Because this stress is not evident during the school years is no sign that depreciation is not taking place. A high proportion of the ills and functional deficiencies of later years definitely is caused by, or contributed to, by faults in body mechanics. As coaches and teachers we have a very special and wonderful opportunity as well as a tremendous professional responsibility.

A WONDERFUL MACHINE

Man is still the world's most miraculous mechanism. Want proof? Then look at these figures which are compiled from known facts:

At seventy years of life, a human being eats 1,400 times his own body weight, over 100 tons of food, and he spends five full years just putting food into his mouth. If his weight is average, every day his heart beats 103,680 times; he breathes 23,040 times; he inhales 438 cubic feet of air; he gives off 85 degrees F. of heat; he moves 750 major muscles; and he utters an average of 4,800 different words.

The average person blinks his eyes 25 times a minute, and scientists say that each blink lasts an average of one-fifth of a second, thus, if he averages 40 miles an hour on a ten-hour motor trip, he drives 25 miles with his eyes shut.

The human body can take a lot of punishment and still function. A man can get along without his gall bladder, spleen, appendix and bladder; he can give up one kidney, two quarts of blood, a piece of his brain, both eyes, and all of his teeth and still live.

It's funny though, *one accident can throw in the monkey wrench that can stop this wonderful machine cold.*

—Ryan Aeronautical Company

RESOLUTIONS PASSED

The following resolution was recently passed by House of Delegates of the American Medical Association.

School and College Health Education

Whereas, The rapid advances in medicine can be fully utilized only when the people are properly informed about them, motivated to use them wisely, and willing to accept personal responsibility for health; and

Whereas, Health instruction programs in schools and colleges offer a unique opportunity for the teaching of the necessary health concepts and principles to all of our people during their formative years; and

Whereas, The American Medical Association through its Joint Committee on Health Problems in Education, and other departments and councils has stimulated and supported such teaching; and

Whereas, Good potential significantly assists the individual to achieve his optimum personal potential and to make his optimum contribution to community and national welfare; and

Whereas, In the current re-evaluation of school and college programs, it is important to give careful consideration to instruction in the science of healthful living in the curriculum; therefore be it

Resolved, That the American Medical Association reaffirm its longstanding and fundamental belief that health education should be an integral and basic part of school and college curriculums and that state and local medical societies be encouraged to work with the appropriate health and education officials and agencies in their communities to achieve this end.

Decathlon—More Than a Test of Fitness

Howard G. Price

READING NUMEROUS ARTICLES concerning the drastic need for a program of physical fitness that is practical, interesting, and easy to administer, led to the thought that teachers in other schools might find something of interest in the Haverford Township Junior High School fitness program. Some principals and other administration officers have sometimes observed that the most popular fitness tests are not comprehensive enough and foster little meaning to the student. Why does a test have to be completed in one or two days? Is it not possible to set up a fitness test that can be spread over the entire year? A long term program will provide time for improvement and hold the enthusiasm of the students throughout the course. Most teachers of physical education are searching for a fitness test that can be recorded easily, and at the same time, stimulate interest, competition and a desire to improve.

It is of the uppermost importance that our fitness tests are used to discover weaknesses in the physical make up of our students, and that we (the teachers) do something about their correction. Remedial procedures can be accomplished by consultations with the individual and, if necessary, in cooperation with the medical department of your school. Let us not test for the prime purpose of finding that European boys are more agile or flexible than ours. Instead, let us test our boys so they can compare their performance scores with the scores of their peers; and then we, as teachers, can utilize these results in analyzing the effectiveness of our program.

Here at Haverford Junior High we have a well-rounded, diversified, and appealing fitness test called the "Decathlon". It is also used to determine the gym grade for each boy and for seeking out champions of each event. This assemblage of ten events is adapted not only for the three seasons of the school year, but also to satisfy the fundamental desire for activity in running, jumping, climbing and throwing.

It is safe to assume that most teachers of physical education agree that there is no absolutely fair way to classify boys. Certain exponent methods may be better than others and may be necessary for some activities. Since men in the business world must compete on equal terms against each other, whether each opponent is older, heavier, or taller, it seems reasonable that boys in the same grade compete on equal terms. Dropping the exponent grouping at Haverford brought no appreciable difference in the number of boys winning their "Decathlon" award. This change eliminated the vast amount of time consumed by bookkeeping and simplified the procedure for both teacher and student.

Our gym classes are divided into four groups; Big Red, Big Gold, Little Red and Little Gold. Each team elects a captain and a co-captain. These two boys lead their team in all the activities and assume the responsibility of reading all results on the "Decathlon" sheet.

Instruction with a practice period following is given in each of the ten events. Two recording periods are then given on different days. This affords each boy the opportunity of improving his mark.

The events included in the "Decathlon" are: football throw for distance, foul shooting, 30 second shooting, chinning, rope climbing, standing broad jump, running broad jump, high jump, 50 yard dash, and the 100 yard dash. Each event has the value of from 1 to 5 points depending on how well the student performs. An example would be as follows: In foul shooting any boy making six or more baskets out of ten shots would receive five points; five out of ten, four points; four out of ten, three points; three out of ten, two points; and two out of ten, one point.

The number of points are recorded on the "Decathlon" sheets and immediately transferred into gym marks. This is accomplished very simply by grade groups in the following way:

7 Grade	*8 Grade*	*9 Grade*
3 pts=1	4 pts=1	5 pts=1
2 pts=2	3 pts=2	4 pts=2
1 pt =3	2 pts=3	3 pts=3
0 pts=4	1 pt =4	1 pt =4

We have a large bulletin board in the gym office showing the holders of class records for each event. As the boys are tested, they have the opportunity of breaking the existing record and thus having their name placed on the board. This holds interest and stimulates enthusiasm for the physically apt boys by giving them a goal toward which to work. At the close of the school year the points for each of the ten events are added to determine the total each boy has accumulated. Qualification for the "Decathlon Certificate" is determined in the following manner:

1—Any 7th grader accumulating 35 or more points
2—Any 8th grader accumulating 42 or more points
3—Any 9th grader accumulating 45 or more points

Honorable mention is given for:

1—Any 7th grader receiving 30 to 34 points
2—Any 8th grader receiving 35 to 41 points
3—Any 9th grader receiving 40 to 44 points

Each year approximately 12% of our boys qualify for a "Decathlon Certificate". These are distributed during the last gym period before the close of school. These awards close the season with a small ceremony, congratulating the winners and making known to everyone where they stand in their class and grade. The certificate also affords each boy an opportunity to discover the activities in which he shows the greatest proficiency or weakness, and it also affords him an opportunity to observe his areas of improvement.

We keep the "Decathlon" sheets on file for the scrutiny of the varsity coaches. This provides a cross check for our athletic program in uncovering boys who are not participating on any of our teams. If our track coach is in need of a pole-vaulter, he can scan the sheets for boys who did well in chinning and rope climbing to determine strength and the 100 yard dash for speed. With these two basic components already established in the boys chosen, the coach is well on his way toward filling the vacancy.

The program just described is easily administered; it requires no unusual equipment, scoring is effortless, the program is easily understood and well liked by both teacher and student, it has no complicated mathematical formulae for translating scores, it is compact, containing all the needed information on a single sheet of paper, and finally, it is completely objective and consumes little time out of the regular physical education program.

Empathy

The psychologists have a word for the people who have a special talent for sensing the moods of others. These people are able to adapt their behavior so as to create an atmosphere of harmony. They are said to be "empathic," states James F. Bender, PhD. in *Sales Management*. "Empathy" comes from the Greek. It means "feeling pain with." It's a first cousin to "sympathy."

In salesmen (and who isn't one these days?) this quality is a priceless asset. It is a quality that can be developed, states the author, and *courtesy* is an essential element in it. Here's a partial check-list for salesmen who would like to improve their batting averages:

1. *Keep appointments promptly.* The most precious commodity to busy men and women is time.
2. *Use quality language.* Dr. Wilfred Funk, word expert, says: "During an average day you will talk an estimated 30,000 words. And these words will reveal you to your listeners—your mental processes, your character, your ability your personality."
3. *Mind your posture.* In walking, straighten up, reflecting confidence and vigor. In a session with a buyer, never lean or sit on his desk.
4. *Listen well.* Salesmen should learn to listen as energetically as they talk.
5. *Dress neatly.* The salesman's appearance bespeaks his company and the products or services he sells — and himself. High-level salesmen observe how successful salesmen and sales executives dress, and guide themselves accordingly.

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An Approach to Attitude Studies In Health and Physical Education*

Warren R. Johnson

THE WORD ATTITUDE is often used, but it rarely means the same thing to different people using it. Among its better know definitions are those of Allport and Thurston. According to Allport, an attitude is "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (1, p. 810). Thurston defined attitude as the "degree of positive or negative affect associated with some psychological object" (9, p. 2).

More recently Cowell, in a discussion of attitude studies in health and physical education, has spoken of attitudes as reflecting "the readiness of the organism to respond in certain specific ways when the proper situation arises". He elaborates, "the fact that the organism is oriented and 'triggered' to respond in a certain manner has resulted in speaking of attitudes as 'mental sets' which exert a selective function, often without the aid of conscious contribution" (6, p. 114). Of special pertinence to the present paper because of its reference to language, Doob has pointed out that attitudes may consist of implicit verbal responses, imagery or proprioceptive reactions" (8, p. 135). An interesting definition of attitude might start with the botanical concept of tropism. Consider racial, religious, national and political attitudes.

SOME DIFFERENCES

Typically, the definitions of attitude refer to something that is going on or is ready to go on *within* the organism. This something will supposedly direct the organism's behavior under certain conditions; and the attitude tests which have been proposed are attempts to elicit a verbal equivalent of this internal state for purposes of predicting behavior. That is, the individual's reactions that are bounced back in response to a test's probing are presumed to provide a radar screen-like outline of the internal attitude state and are thus believed to be indicative of how he is actually going to behave. The question of course is, is the reflected topography accurate? Do the verbal responses of the individual *really* mean that he has such and such attitude—and will he *really* behave as his responses on the test indicate?[1] Then we must ask, if this is so today, will it be so tomorrow or next week or next year? The very difficult matters of validity and reliability are thus of prime importance in attitude assessment; and at present asking whether a verbalized "attitude" is "valid" is playing with words.

Clearly implicit in attitude testing is the supposition that elicited verbalization and attitude are closely related. But are they really? The point of view presented is that it is not possible to answer this question — any more than it is possible to really know the details of what the heart is doing by merely taking the pulse. In the exercise study, a given researcher takes the pulse rate as his data and does not feel obligated to pretend that he knows just what these beats imply for the condition of, let us say, the myocardium, although obviously he assumes that various things are going on inside the organism, of which the pulse is a manifestation.

POINT OF VIEW

In the present discussion, it is proposed that in attitude testing, emphasis be shifted from the question of what attitudes *really* are — with all that this question implies for mechanistic guess work as to conscious, non-conscious, neural and endocrine goings-on down inside the organism somewhere. Attention might better be directed to the actual data that is obtainable from people tested — namely their verbalizations. Of course, it is presumed that there is more to attitudes than just words, just as it is presumed that there is more to heart beats felt at the wrist than a series of little pulsations under the skin. The point is that the words or the pulsations, as the case may be, provide us our actual data. Studies of the relationships of language and human behavior are pertinent in this connection (see references 10 and 13).

This point of view which attaches importance to how people talk or otherwise verbalize about things has led some people in health and physical education to experiment with tests which, rather than rigidly controlling the possible range of responses as most attitude scales do, encourage people to say or write what they wish when stimulated to express themselves about various aspects of health and physical education. These tests are variations or adaptations of the so-called projective type personality tests (see reference

* This paper was presented before the Research Section of the Eastern District Association for Health, Physical Education and Recreation in Pittsburgh, April 1960.

[1] A confusion here is the fact that some athletes hate—verbally at least—the sport they excel and persist in.

2). They involve presenting the subject with a relatively unstructured stimulus to which he may respond in his own way. For example, in the manner of the Thematic Apperception Test, he may be asked to tell a story about a picture which is shown to him; or he may be asked to complete a sentence which has been begun in some way. He is aware that there are no right or wrong answers and that he may tell whatever story he pleases or complete the sentence exactly as he wishes. The idea is that when presented with relatively unstructured or ambiguous material, the individual must resort to his own resources to organize or structure it as he personally perceives it. This is the kind of things you do when you lie on your back and "see" faces in the passing clouds or bugs in a Rorschach ink blot.[2]

REVIEW OF STUDIES

A few of the studies which have employed projective techniques to study attitudes toward health and physical education will now be mentioned briefly. It should be borne in mind that research with this orientation is almost totally lacking in these fields; and the studies cited are essentially exploratory in nature and are mentioned to provoke thought.

Richardson of Southern Illinois University has apparently published the first health attitude test in which a projective technique is utilized (16). He will also publish a so-called Thurstone Scale for measuring attitudes of college students toward physical fitness and exercise, the preparation of which involved sentence completion testing (17).

At the University of Maryland, projective techin a number of studies.[3] Bergquist (3) investigated in a number of studies.* Bergquist (3) investigated the attitudes of university men regarding physical education as revealed by a sentence completion test. His findings suggested that the subjects were favorably inclined concerning the required program, although independent knowledge and physical fitness performance of these men were not impressive. Kingsmore (12) used both a sentence completion test and selected cards from the TAT in order to compare the verbalized aggressive and sexual responses of college male freshmen with their physical capacity scores. The subjects with low physical capacity scores gave evidence of greater "total aggressiveness" (5% level) as measured by the TAT; and the subjects with high physical capacity tended (level not statistically significant) to score higher in "sexuality" as measured by both the TAT and sentence completion tests.

By means of a sentence completion test, Blakey (4) made a comparison of the sports and fitness attitudes held by 7th, 8th and 9th grade boys and then related these findings to four established theories of human motivation. That is, an effort was made to test the theories which are identified with Freud, Hull, Hebb and Maslow on the basis of the boys' verbalized attitudes. The responses of the boys did not change sharply from grade to grade; and the Hullian and Hebbian theories were judged most applicable to the responses obtained.

Efforts have been made to study the effects of health product advertising in certain of the mass media upon the attitudes of young people. Naumann's study (15), "A comparative study of the semantic reactions of selected students to 'loaded' words and phrases related to health," and Lowell's (14), "An investigation into the role of television health advertising and its relationship to health attitudes as measured by a sentence completion test," seem to underscore the tremendous influence of health product advertising upon health attitudes.

In my course, Human Sex and Sex Education, I usually give a sex attitude test (sentence completion) at both the beginning and end of the semester; and evidences of change in sex attitudes tend to be quite marked in comparison with those of control subjects. The post-course responses of the students who have taken the course give evidence of considerably less emotionality, less tradition stereotyping, and greater self-acceptance.

Some attitude tests are regularly included in the battery of tests given (unless contra-indicated in individual cases) to the children enrolled in our Children's Remedial Fitness Clinic. These tests include sentence completion items, a kind of inside-out sociogram and a "draw myself" test. We have not as yet attempted a formal study employing these techniques in the Clinic; but the student-clinicians have often found them quite useful in their efforts to gain insight into their subjects.

[2]Since the sentence completion method was most commonly employed in the studies cited in this paper, the interested reader is referred to such authors as Anderson (2), Buros (5) and Rohde (18) for information concerning it. According to Stein, the underlying assumptions of the sentence completion technique are: (1) when an individual is put under pressure to respond with the first idea which occurs to him he usually offers significant material which he does not censor; (2) when faced with the problem of completing or structuring an unstructured situation, an individual's responses will be indicative of the true nature of his own reactions and sentiments; and (3) in talking about others, an individual is apt to reveal himself (19, p. 52).

[3]Rita Bergquist, formerly of Maryland, has presented papers on and will soon publish her sentence completion studies of safety attitudes.

Conclusion

In this paper, it is suggested that in the spirit of general semantics, a fruitful approach to the study of attitudes in health and physical education might be one in which relatively unstructured stimuli, such as sentence completion and TAT-type items, be used to elicit free verbal responses. These verbalizations, like heart beats in an exercise study, may be regarded as the data of the research.

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Why I as a Student am Choosing to Teach Health, Physical Education, and Recreation

In this world of changing times and increased automation,
We need to stress the "physical" of total education.
We're now concerned, and rightly so, with fitness of our youth;
And we, "tomorrow's teachers", must realize this truth:
That what we *do* talks louder than what we write or say,
And thus, through "fit" examples, we can show youth the way.
I want to be a part of this challenging adventure
Of teaching students how to move, and make the most of nature.
I want to give my students a "movement alphabet,"
And build within them ways to meet any fitness debt.
I'd like to be there when they find a movement new and clear,
To help them understand, and watch them grow each year.
It is my goal to open "doors", and others have for me,
To their own bodies, their own souls, and what it means to be
Sufficiently fit to carry through an able job each day
And still have "spunk" and energy for a full evening's play.
To meet emergencies which may frequently arise,
Is another fitness problem of which I can advise.
Physical education, with the body as its tool,
Is a vital part of daily life, at home at work, in school.
By developing the fitness of this coming generation
I, as a future teacher, can help build a stronger nation.
This I believe, and this is why, I chose our profession
Of Health and Recreation, and Physical Education.

Connie A. Fraser

Newsletter of Oregon Association for Health, Physical Education and Recreation

Philosophical Consideration For Curriculum Construction Of College Physical Education Service Programs

Elizabeth C. Lane and John C. Mitchem

MANY ARTICLES HAVE been published in recent years concerning the defenses used by physical education departments in colleges to prevent service or basic instruction programs from being dropped. The American Association for Health, Physical Education and Recreation has even compiled a packet of materials to be used in defense of programs under attack.[1] However, many of the programs which have been dropped and many of those under attack are not worthy of defense because they are so poorly conceived and structured. Many physical educators, themselves, hold this program in low esteem and show concern only when their own program is attacked.

A well defined physical-education-service program, properly taught, can make an important contribution to the total education of an individual. The attainment and maintenance of physical fitness and the acquisition of motor and recreational skills, are the special objectives of the service program, objectives that are not primarily sought by any other academic area. The opportunity of contributing something to the lives of many students, the challenge of providing a curriculum to satisfy the interests and needs of a heterogeneous group, should serve as an impetus to the demonstration of the best teaching and curriculum planning of a physical education department.

Physical Educators should remember that in many instances students and faculty members from other academic areas rate the entire physical education curriculum in terms of their evaluation of the service and athletic programs. Great care, therefore, should be taken in the fabrication of this curriculum.

Have you recently examined your service or basic instruction program critically? What would your answers to be the following questions?

1. Do the instructors assign to teach the program courses regard the assignment as one only for those teachers lacking teaching experience or lacking educational qualifications necessary to teach theory courses?
2. Does the Physical Education Department select the activities in the program without regard for student choice or election?
3. Does the curriculum consist of only a few activities, and those mostly of a varsity sport type?
4. Do the students and/or staff consider the courses to be of the same academic quality as other college courses?
5. Do the students indicate dislike or disrespect for the courses by resorting to such practices as frequent absenteeism, tardiness or lackadaisical performances?
6. Are the objectives of the program clearly defined and understood by both students and faculty?
7. Has a study been made of the program recently to determine the attainment of its proposed objectives?

If your answer to any of the questions has been contrary to what you would have desired, then it is possible that serious thought should be given to revision of your program.

In examining the factors determining the success or failure of a program, two general areas are found to be involved in all considerations: a staff-faculty area, and an activity-objective area. The factors of one area cannot be evaluated solely in terms of that practicular area, but must be considered as interrelated with the factors in the other two areas.

Activity—Objective Area

The needs, the interests, and the background of the students must be taken into consideration in the formulation of a physical-education-service curriculum. Satisfaction of all of the needs of students, with such heterogeneous backgrounds as are found in physical-education-service classes, would be most difficult, if not impossible; but at least an attempt should be made to satisfy as many as possible. A survey of the nature and type of needs of the student should be made periodically, and the information obtained should be used in the revision of the curriculum. It is probable that college programs will make some provisions for inadequate preparation in fundamental skills found in some secondary students. The selection of these to the relationship of these experiences can be made only after full consideration has been given to the relationship of thes experiences to the experiences desired as objectives of the college program, and the amount of time that could be given to the satisfaction of both groups of experiences. (It is recognized that the deficiences and the extreme low level skills of some students can only be dealt with in an adapted program, which is not under consideration in this paper.)

The activities taught and the objectives sought in the program reflect the philosophy of the program.

[1] American Association for Health, Physical Education and Recreation, *How to Keep Your College Physical Education Requirement.*

Class time allowed, present and future values, needs and background of students, available facilities and equipment, and the objectives sought are factors that must be examined critically in the selection of the type and number of activities to be used in the program. Two or three fifty-minute periods per week is the usual time allotment in the majority of colleges for classes. It is doubtful that this amount of time would allow much opportunity to gain the outcomes commonly attributed to team sports, especially since only twenty to thirty minutes of the period would be used in activity. The physical education background of a number of college students, regardless of how inadequate, will generally include varsity sports and/or knowledge of games such as softball, touch football and basketball. It seems that inclusion of these activities should be reviewed carefully in terms of the satisfaction of the desired objectives, and should not comprise the total, or even a large segment of time in the program.

The selection of activities should be done jointly by students and the physical education department. The student will participate in the activities more enthusiastically if he feels that he is doing what he wants to do; however, to assure that the objectivies desired will be derived from the program, some faculty control must be maintained. Co-recreational activities also could be used in a number of instances to further motivate interest. Many activities are well suited for this purpose and have carry-over values that fulfill the desired objectives of the program.

Recognition that the needs of students have both present and future implication should be an important factor in the selection of the activities to be used. Skill in such activities as swimming, golf, tennis, badminton and social dancing not only have potential value for enhancing the popularity of a student while in college, but will provide skills that will also enrich his or her later life. A quotation from an article that appeared in an earlier issue of the Journal of Health, Physical Education and Recreation emphasizes this point.

> "Hockey, basketball, and softball were my great loves which is fine in school, but, let's face it, they're not much use to a married gal with four children. Few people can keep up a sport like that after graduation—at which time individual sports come into their own."[2]

The academic quality of each activity should be considered carefully before inclusion in the curriculum. Each should be checked as to fitness for both present and future needs of the students. Teaching methods and evaluative techniques employed must be comparable to those used in other college courses, when possible. Continuous research should be conducted to determine the best methods for teaching game and sport techniques.

Spectator education and the maintenance of physical fitness are two areas having potential values for later life which receive very little attention in most service programs. More thought should be given to the development of a number of aspects of these two areas.

Curriculum planners must watch for many pitfalls. Many things happen to divert the program from the selected objectives of the curriculum. Current popularity of various games and activities, activities that are particular favorites of an instructor, but which may or may not satisfy the selected objectives of the program, are at times substituted for other activities. These activities might be taught for several years before someone questions the merit of their inclusion.

Staff—Faculty Area

In order to be successful, the program must be accorded the same status as any other phase of the physical education curriculum. Use of equipment and materials handed down from athletics not only restricts the type and number of activities offered, but also has undesirable psychological implications for both faculty and students. Staff members who coach and teach the courses, in many cases do not and can not give equal attention to both jobs. Physical education administrators who make assignments, or staff members who regard assignment to teach such courses as being for those teachers lacking qualifications to teach theory courses seriously hamper the success of this program. The physical education administration and staff must consider this program as an integral phase of the total physical education program.

Given a staff adequate in number, interest and ability, facilities adequate in variety and extent, and a well planned curriculum, a successful program will result. With the establishment of this type of program a decade from now graduates might be heard saying, "Our college physical education courses provided us with skills that have made our lives healthier and more enjoyable!"

[2] Margaret G. Fox, "Activities They Wish They'd Had in College," *Journal of Health, Physical Education and Recreation*, January, 1957, p. 59.

Tom: Where did you learn to swim like that, Mary?

Mary: In the water, naturally.

Introduction of Tumbling Skills Through Relays

Glen G. Dahlem

THE MEDIUM of stunt relays lends itself favorably to the introduction of basic tumbling lead-up skills and initial activities at the elementary level, and at the secondary level in girls' physical education. When a certain motor skill, such as a forward roll, is performed hurriedly, in the midst of a feverish event, such as a relay race, the more inept pupil has no time to think of possible failure in the execution of the skill. Pausing to think before attempting execution is the reason many timid or less coordinated pupils develop undesirable mental attitudes regarding tumbling skills.

The more physically talented pupil also benefits from such an initial presentation of a tumbling activity. This is because many athletically superior youngsters are taught in our American culture to prefer team games, such as football and basketball, and thus tend to regard individual activities as less desirable. Consequently, if such pupils first encounter tumbling skills in a team type setting, and in an atmosphere of intense enjoyment, they will look upon subsequent tumbling instruction in a more favorable light. Later in their development, of course, they will learn that tumbling is just as inherently enjoyable in its own right as are other activities.

PROCEDURE

The organization of a short teaching unit of stunt relays is as follows: The teacher, having previously presented relay races of a simple nature, informs the pupils that they will be experiencing relays of a new kind. The pupils, upon entering the gymnasium, will quickly observe that a tumbling mat has been placed in the center of the floor, and their curiosity will be aroused.

After relay teams have been chosen, and start-finish and midway lines (such as those bounding the basketball court), have been designated, the teacher stages one simple running relay to enable the pupils to "warm up." Following this, he places the mat in a position which will compel each team to cross it in all relays to follow. This is best done by unrolling the mat so as to lay in a strip across the width of the gym, in the approximate center of the floor, providing the relays are run parallel to the long axis of the floor.

The teacher then informs the class that in the next relay, each participant, while running, must touch his or her head to the mat once when running down the floor, and once returning. The quickest way to do this and resume running, he casually hints, is to "go all the way over, coming up on your feet" (a forward roll). The teacher then demonstrates this method. He also demonstrates a shoulder roll, which will serve as an "out" for pupils apprehensive about attempting a normal forward roll the first time.

The backward roll is next on the agenda, but before attempting this skill, it is best for the teacher to allow running of easier stunt relays, such as those necessitating participants to touch knee, stomach, or buttock to the mat during their progress from one end of the floor to the other. When the pupils are ready for the backward roll (this might occur on the second day of the unit for younger children), the teacher informs the class that they are going to run "the first race we learned, only backwards." He then demonstrates the technique of running backwards, and executes a backward roll and backward shoulder roll upon the mat. The class then runs two or three backward relays interspersed with forward roll relays, thus creating an association of the forward and backward rolls in the pupils' minds.

If the skill level of the class warrants, the teacher can proceed on a subsequent day to the presentation of the cartwheel as the relay stunt. Other possibilities include multiple forward and backward rolls, and multiple cartwheels. It is always best, however, regardless of skill level, to rerun some of the easier races along with the more difficult ones, and to make sure that score is kept and teams are evenly matched. If this is not done, the relays may become drudgery for the pupils, as some will progress faster in developing stunt proficiency than others.

GENERAL SUGGESTIONS

The tumbling skills involved in the races should at first be treated as subordinate to the winning of the races. Otherwise, the pupils will soon discover they are being tricked into doing something that is to some of them dubious merit, and these pupils may not participate wholeheartedly.

Before the consummation of the unit, the teacher casually tells the pupils that they have learned several tumbling skills during the running of the relays. The pupils are encouraged to suggest additional stunts that could be used in that day's relays, and these suggestions should, as far as possible, be carried out.

Prospect: Ye gad!—what a tumbled-down looking shack. What's holding it together?
Agent: The termites are holding hands.

Recreational Service: Professional Field Or Trade

Jay S. Shivers

RECREATION IS ANY non-debilitating, consummatory experience. Defined in this way it is a part of the educational process and a manifestation of human behavior. All behavior is an outcome of experience. Whenever there is experience some learning, conscious or otherwise, occurs. The recreative act carries with it sensory appreciation, perceptive appreciation, and social communication. All of these aspects are part of education.

When recreation is described in terms of professionalism, the meaning becomes quite different from the definition of the nature of recreation. A concept of recreation attempts to logically filter out the essence of the subject. Professionalism, on the other hand, is the frame in which a definition may be set for practical application. Thus, professionalism usually means esoteric preparation, organization, humanitarian appeal or public service, certification, and general acceptance by society and other professions as a recognized field.

The field of recreation service claims to be a profession. If this is so, where are its credentials? If it is socially important where are its governmental supports? If it has an intellectual discipline upon what is it based? If it is professional, in fact, where is its organization? Upon these crucial questions hangs the stigma of narrow trade or the esteem of professional status.

Historical Background

The field of recreational service has run a close course with education, paralleling the latter's steps as it grew. However, recreational service is almost one hundred years behind education in achieving the status which education now enjoys, little as that is. Recreational service began, as did education, on a very low level. It was hardly tolerated by the people and supressed in many instances. It was considered to be within the operational confines of private enterprise or individual discretion during the first two hundred and fifty years after the establishment of the American colonies. Today, much of the recreational activity carried on in the United States is still subjective and highly individualistic, which is as it should be. However, recreational service has also been seen as a vital governmental function for people. Supported in many instances by public tax funds, recreational service provides needed physical facilities, organized operations, and qualified personnel beyond individual means that only a pooling of tax resources can obtain.

Even though there are a few instances where recreational service has been granted some recognition as a field of endeavor, or as an adjunct in specialized fields, i.e., hospital, penal institutional, industrial, or military programs, a great many people look upon public recreational agencies as welfare operations functioning for the relief of the indigent, foreign born, or illiterate. This attitude toward this field is a carry-over from the late 1880's when settlement houses were organized in low-end socio-economic areas in hopes of combatting delinquent acts, poor health, home life break-ups, and other social ailments generally attributed to modern industrialized urban centers.

While the philanthropic or welfare trend began in England as early as 1640, its dominant establishment did not come to American Shores until the institution of the Neighborhood Guild in New York City in 1887 and Hull House in Chicago in 1889. The initiation of social welfare agency facilities for the immigrant, poor, and uninspired appeared to be catering to those who could not afford leisure expenditures. Thus, all public recreational agencies have been stigmatized with aid to the poor.

The traditional plan of having to depend on someone else for their recreational activities caused many to shun public recreational systems after the turn of the century. Although recreational service has recently come into its own as a governmental function, tax supported and controlled by public authority on either the local, state, or national level it is still considered suspect by a large number of people who continue to associate the welfare or pauperized status with public recreational departments.

At the beginning of the twentieth century, some municipalities had undertaken the financial support, by bond issue, special assessment, and taxes, of agencies that could administer programs and facilities for leisure activities. The employment of professionally prepared leaders to carry on the functional operation of the agency was also considered. Not until after 1910 was there any strong trend toward providing public recreational departments as governmental services, along with police and fire protection, by municipalities.

It took another three decades before twenty states recognized the need for setting up some sort of recreational agency, committee, commission, or office to handle their growing problem of leisure facility deficits. Even today only a few states actually employ full-time professional recreational persons to coordinate, direct, or administer state service in this field.

This view places recreational services in the unenviable position of being a governmental function but having no centralized authority, of a legal nature, to help disseminate program material or stimulate local governments in the provision of at least a minimal level of public recreational service. Too often the spector of philanthropy has occupied the center of the stage. The welfare or charity era has come to an end. Recreational service is now provided for all people regardless of economic or social status.

Legal Certification

Public recreational service, functioning as an arm of government through tax support must be prepared to offer professional performance at the instigation of centralized licensing authority. Such certification would effectively regulate personnel practices in the field and screen out unqualified candidates or misfits. It is a sad commentary to realize that barbers have to be licensed to give haircuts, but those who work with people and their sometimes overwhelming problems need no certification, other than the qualifications of free time, physical skill, or willingness to accept the position, regardless of background and the lack of preparation.

Professional Learning Experience

The professional worker has a mandatory obligation to fulfill. He must service the need of the community and stand ready to work with either individuals or groups. The worker does this through a knowledge of individual needs, abilities, and experiences. The worker takes people and leads them, at their own pace, toward the goal of recreation. This goal may be achieved through physical activities, mental activities, skill activities, cultural, educational, conversational, laborious, group, or through any one of a hundred other activities which the human mind is capable of creating. He may also simply provide the needed facilities where people can find recreation for themselves.

Because recreation is a part of human behavior the recreationist must be steeped in educational functions that will enable him to apply curative action in any situation which his agency's constituents place him. For this reason he must have an educational background that can be applied to meet varied needs. Among the applied sciences should be basic courses in psychology, and when this is mastered, intermediate and then advanced courses in social and educational psychology. Since it is on the basis of psychology that all leadership exists, the pre-professional must have this kind of knowledge in order for him to perform his work most effectively.

The graduate of a college or university level recreationist education program should have a thorough knowledge of recreational philosophy in concert with modern educational philosophies; what it is, what it means, and a definitive frame of reference for its use. His studies should include a wide association with liberal arts and humanities which would present an opportunity for gaining breadth of learning and a sensitivity to knowledge. There should be major studies in recreational service as it relates to other organizations of the social order.

Such course content would produce a keener insight into the learning process; technical and specialized skills in the transmission of ideas; and will derive its strongest effect from a logical progression of intellectual activities culminating in the practical application of theory to actual field conditions.

Professional Association

No profession exists without some kind of organization. In all of the accepted professions, members of the profession set up ethical practices codes, educate the public to their service needs, confer on urgent field problems, engage in activities that improve the conditions for themselves and their agencies, act as technical advisors on a national or state basis, establish examining boards which qualify potential members in the profession, and publish research papers of investigations carried on in various aspects of the field.

It is in the area of professional organization that the field of recreational service has fallen farthest behind. Although there are several organizations in this field, they are rather specialized and only a few incline toward professionalism. Of the organizations now operating, the American Recreation Society, a relative newcomer, is considered to be primarily dedicated to professional aspects in that it has been set up to promote, encourage, and improve the standards, practices, ethics, and qualifications of those in the field of recreational services. Within this associational framework there is the basis for an adequate, strong, professional group.

Implied in the structure of professional organization is the enlistment of the group that actually sets the professional standards for this field, i.e., the recreational curricula and program directors in institutions of higher education, in order to gain their recommendation of certain qualifying criteria for the establishment of educational experiences common to all those seeking professional learning.

The organization would inform the public of the need for establishing state departments, commissions, or boards of recreational service provisioned with full-time staff members, technical assistance to state and local agencies whenever need. They would also see to the establishment within these state agencies, certificating bodies to register all those who have graduated from accredited institutions of higher ed-

ucation recreationist programs. These graduates would be eligible for the national board examination, whose topics would be within the province of the national society's standing committee on testing and evaluation.

Summary and Conclusions

It might be understood that according to the recreation definition presented in preceding pages all people should be able to achieve recreation for and by themselves, and for the most part this is true. Basically, recreation is a part of human behavior. It is the complete absorption of the individual within creative experience.

There are many activities which, from prior experience, the recreationist knows have had a beneficial effect upon individuals participating in them. The worker may have compared the experiences in various situations and found that they work wherever and whenever they are tried. The professional has an obligation and responsibility to the people whom he services to assist them in performing such activities.

Where a need has been recognized as universally important, then government authority appoints some legally constituted body to see that such needs are met for the mutual benefit and welfare of its people. Recreational service has been thought to represent such a need. This does not imply that all activities of a recreationally oriented nature are governmentally organized and operated, far from it. It only means that where private individuals cannot afford the means whereby recreational needs can be satisfied then governmental authorization aids in setting up activity programs carried on under supervised and planned leadership.

Publicly controlled recreational service organized under legal auspices provides space, physical facilities, and professional leadership to initiate, operate, and develop programs that meet the recreational needs of the public.

While it is considered of extreme importance in our society today, only a minority of people have the means, the will, or the skill for making their lives effective recreationally. In this culture, few people ever realize recreation through their vocations, religion, education, or other experiences except as they relate to diversions away from the more complex activities with which most people associate serious living. They do, in fact, need the encouragement and stimulation of professionally prepared recreationists in order to achieve a semblence of the consummatory experience.

A re-birth of ideas in which people are educated in the countless avenues that are open to them as far as making their lives more effectively recreational should be implemented. In effect, what is called for is a learning process that will enable people to realize the tremendous potential they have for attaining recreation. In this way, when and if such an educative climate is available, publicly organized professional recreational service will act as a supplement to individual direction and initiative. The public services field will serve in a consultant capacity and continually explore new areas by which its clientele can be assisted in the struggle for recreation. While this congenial atmosphere will not occur immediately, it is devoutly hoped that future trends in this field will bring a swing away from continued public supervision and toward private or individual manipulation of the possible recourses open to one seeking recreation.

A new conception of recreation as a field of activity and as a possible profession has appeared. It is now apparent that recreational service to client-centered programs requires persons of high level quality, tact, and preparation worthy of the older and learned professions. There is also an immediate need for an organization that could stand as a "watch dog" agency to bring pressure to bear when field agencies are lax as far as hiring practices are concerned. The organization would be in a position to make sure that all positions calling for recreationists are filled with qualified, competent, professionally educated workers, rather than with what is commonly referred to as "related fields" personnel.

Recreational service like education is too important an area of public concern for it to get into the hands of those who mean well but who cannot perform or serve well. Care must be taken that the field is not innundated by an overwhelming number of mediocrities. If the field allows any ill-prepared individual to become a recreational worker, in the professional sense of the work, without having had accredited preparation, the field will remain in a hopeless position and never attain the status of profession. If, on the other hand, an organization exists where practical field problems, ethical standards and codes, professional qualifications, research and technical studies may be carried on toward intelligent and logical discussion and possible solution, then there is a chance that the field of recreation service will attain professional status. The field has not yet achieved this position, but its members aspire to professionalism.

Several things must be acquired if the field is to become a fully qualified profession in the eyes of society and other accepted professions:

1. There must be a powerful professional-type organization which will control the applicant's entrance into the field by the initiation of high standards for entrance and practice; and

which will perform other functions to maintain the public's awareness of the field.

2. Recreational service as a field, needs to attain an economic and community standing of such quality that it will attract and make career conscious people of ability.

3. There must be an esoteric education based on foundations of Western philosophy, the social, natural, and physical sciences for better understanding of human abilities and learning.

4. There must be some centralized governmental authority, preferably on the state level, to certify and license recreationists and to enact legislation that will help the field carry out its functions more economically, effectively, efficiently, and in accord with well conceived ethical practices codes.

Until such time as these features are developed recreational service will remain a trade rather than a professional field.

ETIQUETTE FOR TOURNAMENT FANS

For general whackiness, there is nothing quite like the basketball tournament season.

This creates more new sports fans than the Irish Sweepstakes.

Entire villages go into hysteria as their educated darlings take each step closer to the state finals.

Be they from Archbold, Castalia, Barnesville, Strasburg, Arcanum, Peebles, Glouster or Mogadore, dads and mothers and children are suddenly afflicted with "tournament fever."

Men who never knew whether a basketball is pumped or stuffed start shrieking with every play—"pick," "screen" and "horray for our side."

So do women who wouldn't know a bonus free throw from a triple dribble, and kids who aren't quite sure if a basketball is round or square.

This tournament business, in the rural outposts, is something between a Roman Holiday and the county fair.

On certain evenings, villages in Ohio will move—lock, stock and barrel—to some nearby city to see their young heroes in the next countdown.

Because basketball is new, or strange, these "fans" might do well to study and adhere to the Code of Decorum such as Emily Post might prescribe for tournament travel and gymnasium conduct.

Here are some helpful hints:

Students should cheer for both teams—this makes the rivals feel like everybody in the joint is pulling for them, and makes 'em overconfident.

A coach should keep his composure at all times during and after a tournament game—even if one of his own players throws the winning points in the other team's basket.

Spectators should support the cheerleaders—in other words, yell, instead of just watching pretty young girls do acrobatics.

Fans should exercise self-control—by not tearing down the nets as victory souvenirs, especially if another game is to follow.

If your team loses, by all means cheer the conquerors because they, under the tournament set-up are going to get it, too, sooner or later. But if they're not going to lose, they'll merely be the state champions. Therefore, you'll be the first to congratulate them.

Whole towns need guidance also:

If there are 878 people in town, be sure that no more than 877 be allowed to leave for the tournament. At least one person should remain behind in case of a flood, an oil discovery, or to catch runaway horses on Main Street.

Don't take the fire engine to the tournament city—every place has parking problems these days.

And if your town should win the state basketball championship, be humble—and, above all, be gratefull—because chances are your team won't win it next year.

DON WOLFE
Sports Editor, Toledo Blade

SUCCESS

Some people try to hold a job down by sitting on it. The science of success is the science of energetics. Here is something else about success. You are successful if you can carry money around without spending too much; if you can bear an injustice without retaliating; if you can keep at a job until it is completely finished; if you are able to do your duty when you are not being watched; if you are able to accept criticism without letting it whip you or get you down.—Mattoon.

Edited by R. L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment wll increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

Teaching Combatives To Elementary School Children

COMBATIVE ACTIVITIES APPEAL to children especially boys. Combatives provide the opportunity for one to come to grips with another without fear or danger of physical harm. For the most part these simple contests require the individual to fend for himself and to call upon his own resources in order to be victorious. When a child is able to compete with another of the same size and relative ability, a healthy situation exists.

Teaching Approach

Effective teaching of combative activities goes beyond the description of the contest and its rules. Specific offensive and defensive maneuvers should be taught and when possible practiced before engaging in the contest. Too often teachers assume that children inherently know ways of feinting, dodging and jostling. It is a mistake to depend upon all children having a natural talent for combative skills. It is far better to give all the children some hints and practice in the special skills required in a particular contest before getting into competition in that contest.

Each student should have several things he can do in terms of thwarting his opponent in each contest where strategy is essential. Favorite techniques emerge and should not be discouraged but versatility and resourcefulness are developed by a willingness to try new offensive and defensive maneuvers.

Every combative contest which can be done with the righthanded or lefthanded approach should be practiced both ways in the interest of bilateral development of skill. When required to use their nondominant hands in activities, the children are often amazed at the level of skill they can demonstrate with a minimal amount of practice.

Undoubtedly specific examples will help clarify some aspects of the teaching approach noted above.

Teaching the Hand Wrestle

Instructions for hand wrestling are: face your opponent, place the outside of your right foot against the outside of his right foot, grasp his right hand with your right hand and place your left foot backward and sideward in a comfortable position. At the ready command opponents begin to apply steady and equal pressure forward with their right hands. With the command to start, each maneuvers and attempts to make his opponent move either of his feet. The one who moves a foot first is the loser even if both contestants lose their balance and fall.

After demonstrating the contest and having the students check the starting position, some ways to make the opponent move a foot can be presented. Some suggestions are: (1) pull your right hand toward you and close to your body quickly, then continue the motion across in front of your body and backward (pulls your opponent forward off balance), (2) push your opponent's hand back toward him and against his thigh (causes your opponent to raise his right foot) (3) push your opponent's hand to your left and in the direction his heels point (pushes your opponent off balance backward), (4) feint any of the first three moves then quickly do the opposite. Each of these moves should be explained and demonstrated and then competition can begin.

A student has to learn to adjust to his opponent's moves by responding or countering. Keeping his knees bent will help the contestant to maintain balance when competing. One point to be stressed strongly is that defensively one cannot "give" too much with a pull or a push by one's adversary. There

is a point at which he cannot recover and hold his balance.

Teaching One Legged Hand Wrestling

This is a modification of the ordinary hand wrestle described above. The instructions are: grasp your left ankle with your left hand, take your opponent's right hand with your right hand using a regular hand clasp, and balance on your right foot. At the signal to begin each tries to make his opponent lose balance and release his left ankle. The loser is the one to first release his left ankle or touch any part of his body other than his right foot to the floor.

Hopping forward several times, backward several times, sideward to the right several times, sideward to the left several times, forward and backward alternately several times, sideward left and sideward right alternately several times and around in circles several times are little drills which stress the balance and agility required in the contest. For elementary school children the drills can be tiring so some rest should be provided. The hopping drills may be done with either foot for broad familiarization and preparation for bilateral competition.

In this contest hopping permits the contestant to regain or maintain balance by shifting his point of support. One should always try to avoid leaning too far in any one direction and should keep his supporting foot under him. Because the opponent can shift his support foot it is hard to cause him to lose balance and release his ankle. Some effective offensive maneuvers are: (1) hop backward vigorously and then start to circle to the right or left giving your opponent a whiplike swing, (2) jerk your opponent's hand to your left then quickly begin to circle to your left in a tight circle, (3) same as number two but to the right, (4) pull your opponent toward you then quickly change directions and push his hand against his body and hop directly at him.

When doing the one legged hand wrestle, use alternate hands and supporting legs for alternate contests. Also, after a reasonable amount of time for a contest, stop the competition even though there has not been a winner in all pairs.

Safety is a consideration when partners are free to move around and when the swinging offensive maneuver is commonly used. Children should be instructed to avoid all collisions and to avoid falling. Reluctance to release the ankle before falling is understandable when there is intense concentration on the task at hand. In the interest of safety it may be necessary to rotate students participating in this contest when classes are large and crowding on the floor prevails.

Teaching the Toe Stomp

This contest is only for children who wear tennis shoes when participating in physical education. The instructions for the contest are: stand facing your opponent, have your feet shoulder width apart and parallel, keep your arms straight and place your hands on your opponent's shoulders, then move your feet back slightly so you are leaning toward your opponent. At the command to begin each contestant attempts to stomp on one of his opponent's feet with one of his own. The contestant with the greatest number of stomps on his opponent's feet in a designated amount of time is the winner. However, this contest is immensely challenging even though no tally is kept.

Effective strategy in the Toe Stomp includes: (1) using either foot as a "stomper," (2) keeping the support foot well back, (3) trying to stomp on the opponent's support foot, (4) feinting a stomp to make the opponent declare his suppore foot, (5) recovering quickly from a stomp or a miss, and (6) pushing the opponent to get closer to his support foot.

When some experience is gleaned this combative contest can be enlarged to include four participants with each fending for himself.

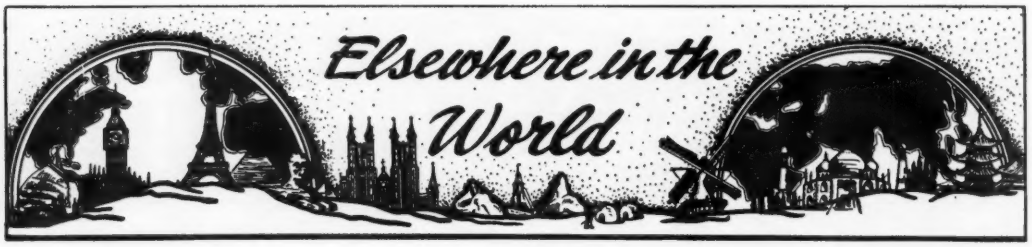
Teaching the Chinese Tug

The instructions for this contest are: stand back-to-back with your opponent with your feet shoulder width apart and your heels on one side of a line, bend forward, reach between your legs with your right arm and grasp your oponent's right wrist in an interlocking grasp. At the signal to begin each attempts to move forward and pull his opponent over the line.

Effective performance in this contest hinges upon such things as taking short steps, keeping the back parallel to the floor, using the left hand on the floor for balance, and exerting explosive effort immediately. This is a contest where superior strength seals the victory before the contest has begun. However, if the contestants are carefully matched the contest is a challenging and exciting one.

Summary

The whole point of this presentation is that teachers can better prepare children for effective participation in combative contests by teaching them some specific offensive and defensive maneuvers. This procedure gives the child the knowledge with which to develop defensive strategy and provides him with a background for developing an individual and versatile offense. The teaching devices mentioned in connection with the specific examples can be applied to and expanded for other similar combative activities.



Edited by C. O. Jackson

Professional Preparation Of Teachers In Thailand

John Jenny

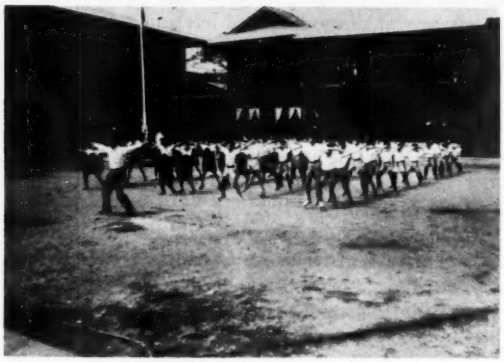
DURING THE THREE months that I served as consultant to the Thai Government and to the United States Embassy in Bangkok, I had a good look at the teacher education program in that country's universities and teacher education institutions. Although all of the country's universities are located at Bangkok, the seat of the National Government, each province has its teacher education institution. These, however, specialize in all but physical and health education. Some physical education courses are presented but those wishing to "major" in the fields are required to go to Bangkok to the College of Physical Education and Athletics. It is at this institution that I served as a visiting professor.

The college is under the supervision of the Director-General for Physical Education and Athletics. He is on the staff of the Minister of Education. The minister (Mom Luang Pin Malukul) is a member of the Prime Minister's Cabinet. His Excellency is the only career member of the cabinet. Mr. Kong is the Director-General and Dr. Busom Martin is the Director of the College of Physical Education and Athletics.

Upon my arrival in Thailand this College was a two year institution. It had two branches—one for training in physical education and athletics, and the other a teacher education branch. Service was provided for both branches by a central staff of well trained staff members. As a visiting professor I lectured in three courses required of the majors (History and Philosophy of Physical Education, Administration of Health Education, and Introduction to Recreation).

At the moment of my arrival there were no government posts as teachers of physical education. The college therefore gave a dual certification to all of its students. Each would be placed (except for a few schools) as a teacher of a definite class or subject area.) They were so intent on giving leadership in health and physical education that they gave these services in addition to their primary assignment.

Dr. Jenny (supervisor at Wilmington, Delaware) brings us some interesting news about a far-off country, as part of his sabbatical.



Class in Elementary School

I worked directly with the ministry of education in addition to teaching at the college. Prior to leaving my post in the Embassy we had the wonderful news that the College had added an additional two years to its curriculum offerings and had become affiliated with Chulalongkorn University (the Royal University). This will give additional status to the program and especially to the specific fields of health, physical education, and recreation.

I found the staff at the college most capable and most eager to learn. I worked with the director and the assistant director of the college. I conducted one of the staff meetings for the director and had personal conferences with particular instructors and professors. Several had been to the United States and had studied at our colleges and universities. They were much interested in improving their curriculum and instructional techniques. I left a collection of films (16 mm sound, slides, and film loops) and many books, pamphlets, and manuals in all three of my interest areas. The college has a relatively fine

Playground in Only National Park in Thailand

library and is interested in adding to it. While I was there, I worked with one of the instructors in helping him to translate captions on film loops from English into Thai (baseball films.)

Baseball is catching on in Thailand. Two years ago only one Thai team was in the softball league. Last year five Thai teams participated. I had the pleasure of substituting for a month as coach of the College of Physical Education team. I found that they understood the game and were anxious to improve their skills. They learned rapidly since their coordinations and innate abilities are of a high motor quotient. Someday Thai boys will be on our big league teams just as Negros and Puerto Ricans are now.

Thai sports include boxing, soccer (football to them), tackraw, track and field, baseball, and basketball. Their recreational activities include badminton, tennis, swimming, and dancing. Of all their activities I believe that tackraw, boxing, and dancing deserve special mention. Tackraw is an ancient game which is credited with being the forerunner of volleyball. It is played with a wicker ball about the size of our softball. It is kicked over a net or into a basket. It is this game which came out of China that is the ancient volleyball recorded in history of physical education books. Thais are most adept at tackraw. An annual contest is opened by the King and Queen at the Pramane Grounds near the Royal Palace.

Thai boxing is much different from our boxing. Except for the use of the head and the fouling in the groin, no holds are barred. The Thai boxer uses his feet, elbows, knees, etc. in downing his opponent. One would think that with such a technique that science would have disappeared, but the use of the arms and legs are perfectly coordinated in offense and defense. Of the times I saw Thai boxing I witnessed only one knockout. This definitely points to fine defensive tactics.

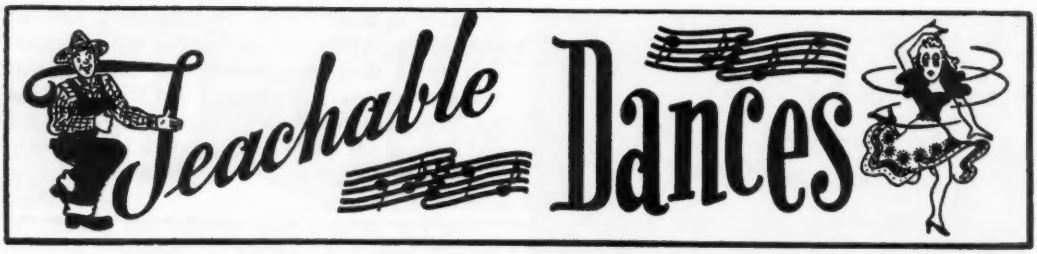
The Thai dance is both beautiful and quaint. The classical dance is the product of centuries of customs, costumes, and training. Two theatres have continued to produce the art for audience. Phakavali and Silpakorn each have their performances during the theatre season. Silpakorn Theatre is operated as part of the Fine Arts Department of the Royal University. I was privileged to witness "The Polo Match" one of the famous Thai productions of the classical dance. It was a most interesting evening. I enjoyed it thoroughly. The gracefulness of the dancers with their colorful bejeweled costumes helped to tell the story of the outcast son-in-law in the negrito mask. Thiis is a highly amusing and interesting story of the regaining of a kingdom.

Campus of College of Physical Education

In addition to the classical dance the Thais enjoy the ramwong or folk dance. This is danced in a circle or line similar to our conga line. The man dancers are behind the woman and each perform the graceful movements and footwork. The arms are alternated above the head and in front of the body while the hands and fingers are hyperextended in the movements so well known to this section of Asia. I had an opportunity to dance the ramwong at a Thia party. It is a fine dance. I enjoyed it as I did all of Thailand.

One of the airlines made it a practice to give its passengers sticks of chewing gum which were labeled: To prevent unpleasant pressure in your ears during take-offs and landings.

And on one trip, an elderly woman plaintively appealed to the stewardess: "Help me get this stuff out of my ears. It hasn't done a bit of good anyway."



Edited by Cecil C. Franklin

The material which follows was contributed by Mrs. Rhonemus.

For five successive summers for one week in August Mrs. Rhonemus has conducted a rhythm workshop at Lookout Mountain, Colorado, for teachers and others interested in rhythmic activity.

In the summer of 1960 Mrs. Rhonemus conducted a Rhythm Workshop for elementary teachers at Western State College, Gunnison, Colorado.

The fourth annual workshop for elementary teachers was held on the University of North Dakota Campus.

Some Helpful Hints for Teaching Rhythmic Activities

Grace O. Rhonemus

RHYTHMIC MOVEMENT SHOULD be a part of all children's school experiences. The child may be learning about Norway in their social studies class; then a Norwegian folk dance is fun to learn as a part of the unit. The first grade child loves to "be the elephant" and will move like one. The sixth graders love to move through space to the polka and to leap and swing. Social dancing contributes to social living, and boys and girls in the Junior-Senior high school take an active part if it is taught in logical progression.

What can make school parties more fun than participation in rhythmical mixers, squares, and couple dancing?

Teachers often need help in directing folk and square dance activities. This help can be provided through pre- and in-service courses under the leadership of one who understands activities for children and current practices in elementary education. It is highly important for teacher institutions to place emphasis on the specific interpretation of "how" to help children grow through activity.

Progression of dance steps and position is dependent upon the maturity level and experience of the pupils. The following rhythm albums are arranged according to grade level with simple teaching directions based on children's capabilities.

Estamae's Toy Shop

Album No. I

No. 101 Trombones, Trucks, Balls, Toy Soldiers, Trains

No. 102 Jumping Jacks, Rocking Horse, Dancing Dolls, Tops

No. 103 Drums, Wind-up Dogs, Donkeys, Jack-in-the-Box, Cowboy Hat and Lassoo

No. 104 Toy Piano, Roller Skates, Baby Dolls, Tricycles, Airplanes

No. 105 Rhythms—Skip, Tip-toe Walk, Run and Jump, Heel-toe, Gallop

No. 106 Rhythms—Tap and Walk, Light Run, Clap, Walk and Run, Slides

No. 107 Clap Your Hands to the Music So—My Little Broom

No. 108 My Toes, My Knees—Teddy Bear—One, Two, Buckle My Shoe

Tho Toy Shop in music is delightful and has been improvised to fit the action. The voice along with it tells the teacher what to do. The fundamental rhythms are arranged to give a balanced program of activity. Strenuous actions are followed by quiet ones, so as to catch one's breath. It is amazing to see how quickly little folk will acquire new skills for they will be developing coordination, grace, and a joyous feeling of movement to music, while they are having heaps of fun! The records can be used in classroom, gym or home.

Kindergarten-Primary Level
Let's Have Fun Dancing
(Easy Couple Dances)

Album No. II

No. 201 Shoo Fly (Circle Dance)

No. 202 Ti-Dee-O (Circle Mixer)

No. 203 A-Hunting We Will Go (Line Dance)

No. 204 Clap Happy (Circle Mixer)

No. 205 Swap and Dive, Two Head Ladies (Squares)

No. 206 Skip to M-Lou (Circle Mixer)

No. 207 The Grapevine (Circle Dance)

No. 208 Polish Kapers (Couple Dance)

Intermediate grade dances, with skips, gallops, slides, promenades, grand right and left, etc.

(Social and Variety Dances)

Album No. III

No. 301 The Merrie Mac March

No. 302 Pixie Polka

No. 303 Swing Along Two-Step

No. 304 My Nancy (Swing)

No. 305 Virginia (Two Step)

No. 306 A Merrie Melodie (Fox Trot)

No. 307 Tyrolienne Waltz (Slow)

No. 308 Dancing Waves (Waltz)

It is clear that we have a variety of dances here. You will find the catchy two-steps and polkas, the smooth-flowing waltzes, and intriguing mixer dances in which we catch a new partner—perhaps a better one—every so often. These mixer dances are of great help in developing a joy of dancing at this age—and socially, they are wonderful! The directions give a variety of steps, often several dances to one tune. The closed dance position is avoided as much as possible, with the open position (side by side, holding hands) substituted. Children are more at ease and master the steps more easily this way. The Merrie Mac is an excellent march, a fun mixer, or the Virginia Reel, family or circle style. The Pixie Polka is a progressive circle four dance or an easy couple dance—there's swing, fox trot, and waltz steps, all easy to teach and learn. It is for grade four and up.

The drums have been added to the piano and organ music—and what a help they are in beating out the rhythm. We think you'll say these are the best records you've found for teaching dancing.

Some parts of all albums can be used in all grades. Rhythm record No. 105-106 is good for practice work, and Album III records are fine for kindergarten rhythm band, and for various rhythms in all grades, such as skipping, galloping, and marching. Mrs. Rhonemus has developed the fourth Album —Circus Fun. It was introduced in June, 1959.

Circus Fun
Introduced June 1959

Album No. IV

No. 309 Parade-Clowns

No. 310 Elephants-Dogs-Jugglers-Ponies

No. 311 Trapeze Performers

No. 312 Giraffe-Kangaroos-Lions-Horses

No. 313 Drum Major-Ringmaster-Camel, Ballon Man-Eagle-Penguin-Stilt Man

No. 314 Tiger-Eagle-Merry-go-round

No. 315 Ball Bouncing in 2/4 time

No. 316 Ball Bouncing in 3/4 time

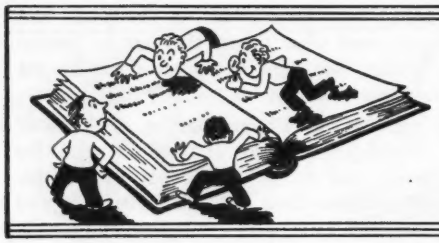
This is the Circus Album for primary grades with piano, organ and children's voices as the accompaniment. The music has been improvised to fit action. Children will have fun and at the same time learn creative movement to rhythm.

Children in the intermediate grades will enjoy Record 315-316, Ball Bouncing.

TWELVE THINGS TO REMEMBER

THE VALUE OF TIME
THE SUCCESS OF PERSEVERANCE
THE PLEASURE OF WORKING
THE DIGNITY OF SIMPLICITY
THE WORTH OF CHARACTER
THE POWER OF KINDNESS
THE INFLUENCE OF EXAMPLE
THE OBLIGATION OF DUTY
THE WISDOM OF ECONOMY
THE VIRTUE OF PATIENCE
THE IMPROVEMENT OF TALENT
THE JOY OF ORIGINATING

UNKNOWN



BOOK Reviews

Edited by K. W. Bookwalter

ANDERSON, C. L., *School Health Practice* (second edition), St. Louis, The C. V. Mosby Company, 1960, 530 pp., $6.00

College teachers of school health courses will find in this second edition of *School Health Practice* a most useful textbook covering the practice aspects of school health. The first chapter of the textbook outlines the school health movement to date and defines essential health terminology. The remaining 16 chapters are organized into six parts covering: (1) the school-age child, (2) organization of the school health program, (3) school health services, (4) health instruction, (5) healthful school living, and (6) mensuration in school health practice.

The author includes current, accepted standards which are intended to contribute to the upgrading of school health programs. Selected readings are presented at the end of each chapter. Well constructed teaching units are presented in Chapters 12, 13, and 14. Very functional appendices include resources in health education, record and report forms, a school health program evaluation scale, and an inventory for surveying school health practices.

The book is written in such a manner as to give prospective health teachers using it as a textbook a clear, concise, and *practical* body of information concerning the school health program.

ROBERT KIRK

BUCHER, CHARLES A., *Foundations of Physical Education,* Third Edition, St. Louis: C. V. Mosby Co., 1960, 501 pp., $6.00

The new edition of this introductory book is still one of the most inclusive and readable books published. Covering the areas of the nature and scope of physical education, philosophy, history, scientific foundations, and the profession, the author does a concise but comprehensive job of acquainting the neophyte with the field. While little of the material included in the previous edition has been revised, new material has been added to bring certain areas up to date. A new chapter entitled *Education for Fitness,* illustrates the recent ideas that have been included. Other noteworthy additions are a description of being physically educated; considerable material on modern philosophy, and milestones in the recent history of the field.

As a text for an introductory professional course or an orientation of outsiders to physical education, this book has few, if any, rivals in the field.

THOMAS W. EVAUL

CARTER, JOEL W., *How To Make Athletic Equipment,* New York: The Ronald Press, 1960, 390 pp., $6.75

This manual includes descriptions of making more than 350 items of equipment and includes 187 layouts and designs of gear. The types of equipment considered are: baseball and softball, basketball, children's activities, football, general, gymnastic, individual sports, locker room, physical conditioning, track and field, and training room equipment. Tables are given of the kinds and amounts of materials to make each kind of equipment. In some instances recommendations are made as to feasibility of buying or making the equipment. The appendix includes specifications for concrete work and tables of specifications for nail dimensions, wood screw sizes, gauge and sizes of wire weights of materials, weights of materials per cubic foot, and weights of wrought steel pipe.

Anyone who has to make much of his equipment will find this manual a valuable reference book.

CAROLYN BOOKWALTER

DAYTON, O. WILLIAM, *Athletic Training and Conditioning,* New York: Ronald Press Company, 1960. 390 pp., $6.00

The trainer, student of athletic training, the coach or the physical education instructor should find this a practical source of help.

The major body areas and their common injuries are covered. The book deals only with the trainer duties and responsibilities, under the direction of the physician.

Detailed procedures for determining the nature and treatment of injuries and their taping are outlined.

A knowledge of anatomy, physiology, and kinesiology is assumed but essential anatomy for each body area is briefly reviewed.

Some general training considerations are covered in seven chapters and the nine injury areas follow in a chapter each.

KARL W. BOOKWALTER

EVANOFF, VLAD, *How to Make Fishing Lures*, New York, The Ronald Press Company, 1959, 108 pp., $3.50.

This book is designed for the anglers who want to make their own plugs, spoons, spinners, metal squids, jigs, and other fresh- and salt-water lures. It is a well-written book, with simple and easily understood directions for making the lures. The one hundred fifty or more line drawings by the author are practically self-explanatory.

The first chapter deals with the needed tools and their uses, and the last chapter deals with the care and repair of lures. The remainder of the book is devoted to instructions for making various lures.

Had a list of possible supply and material sources been included the book would be of more value to the beginning maker of lures.

WALTER L. COOK.

GEBHARDT, LOUIS P., and ANDERSON, DEAN A., *Microbiology*, St. Louis, The C. V. Mosby Co., 1959, 476 pp., $5.75.

Written for the university or college students who want a general knowledge of a science which is vital to our daily activities, this book also meets the special microbiological needs of the prospective high school and junior college science teacher. In this connection it is a *must* for health education teachers.

Stressing the practical applications of microbiology in daily life, the general principles covered include: nature and kinds of micro-organisms, antibiotics and sulfonamides, infections and how they are resisted, and blood groups. The section on sanitary and industrial microbiology includes a consideration of water supplies, swimming pool sanitation, food supplies, safe eating for the public, and agencies that protect your health. The section on disease-producing micro-organisms deals with many of the common health problems which are considered in health education classes.

This book serves as an excellent resource for the health education teacher in high school or college. In addition, it can be used to meet a long-felt need in the preparation of health education teachers.

KEOGH RASH.

MUELLER, PAT, and MITCHELL, ELMER D., *Intramural Sports*, New York, The Ronald Press Company, 1960, 443 pp., $6.00.

This book is designed to serve those persons involved in the organization and administration of intramural sports in the school, college or university, or community.

Various methods of departmental organization and the scope of administrative details are presented. More than two-thirds of the book is devoted to how-to-do-it information on such matters as scheduling, conducting meets or tournaments, scoring systems, publicity, adapting and evaluating programs, and aids for conducting programs. The 31 pages devoted to tournament charts and tables are extremely valuable as a handy reference in setting up tournaments. Each chapter contains an enumerated summary.

The appendices include: (1) an open house sports program, (2) Sigma Delta Psi tests, requirements, and scoring tables, and (3) selected references and rules sources.

WALTER L. COOK.

National Conference on the Professional Preparation of Recreation Personnel, Report: *Recruitment of Recreational Personnel*, The American Association for Health, Physical Education and Recreation, Washington, D. C., 1959, 44 pp., $1.00.

This publication includes addresses given by individuals and summaries of discussion groups dealing with the following four special aspects of recruitment: Curriculum Content, Employment Practices, Field Experience, and Recruitment Technique.

Addresses entitled "Leadership for Fitness" by Shane MacCarthy; and "The Recreation Scoreboard" by Willard C. Sutherland are included in the publication. T. M. Stinnett, George F. Anderson and G. Kerry Smith spoke on the topic, "Improving Professional Preparation."

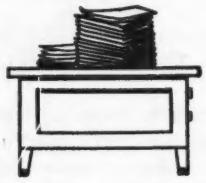
Sponsoring organizations and cooperating organizations are listed in the front of the booklet and the conference participants are listed at the end.

The recommendations summarized in this report of over one hundred national leaders will be useful to students, educators, recreation administrators, vocational counselors and others concerned with the recruitment of recreation leaders for the future.

EDWARD H. HEATH.

The average man is 42 around the waist, 42 around the chest, 96 around the golf course — and a blasted nuisance around the house.

Santa Fe Magazine



Recent ARTICLES

Edited by K. W. Bookwalter

CAUFFMAN, JOY G., "Experimenting with the Direct Teaching of Health Education by Television in the Columbus Public Schools," *The Journal of School Health,* 30, 7:260-268, September 1960.

This experiment or attempt to improve the quality of instruction and to determine the appropriate television class size for selected eigth graders in the Columbus Public Schools. Supplementary instruction was given each class by the receiving teachers. The 150 television lessons, of twenty-minute duration each, were developed using basic guidelines agreed upon by the health science television staff members. The lessons, individually requiring an estimated 18 hours to develop, were continually evaluated by receiving teachers, receiving students, and other professional and lay groups. It was generally agreed that educational television can be used to improve the quality of teaching and learning that takes place in the classroom.

CLYDE M. LEATHERS

CHAMBERS, M. M., "Selection, Definition, and Delimitation of a Doctoral Research Problem," *Phi Delta Kappan* 42:71-73, November, 1960

With the increased demand for educators who have completed their doctoral degrees, there are no doubt many candidates who do not fully comprehend the nature and difficulty of a doctoral research problem. This is a most timely article for the person who is contemplating doctoral study or who is embarking upon the dissertation itself.

The author points out three very important aspects in the development and completion of the doctoral research problem: 1) take the initiative and keep it; 2) make a prospectus and develop it; and 3) do your writing with care and skill. The doctoral neophyte will gain much insight and valuable information from this article. Doctoral committee members and advisors would do well to place this reference on the MUST LIST of readings.

DONALD J. LUDWIG

CROPLEY, JAC, "No Recreation Director is an Island," *Recreation,* Vol. LIII, No. 9; 433, November, 1960

The recreation director has relationships with many agencies. The staff of each agency is particularly skilled for *its* program.

Community recreation must work with a lower ratio of leaders and with less specialization. The cooperation with special agencies is imperative if a balanced program is to ensure. As a rule widely accepted activities gravitate to public control and specialized programs to private control.

"*Who* programs" is of little importance providing that needs are being met under good standards. Empire building is not a function of public recreation.

KARL W. BOOKWALTER

KINDELSPERGER, KENNETH W., "Recreation and Delinquency," *Recreation* 53:158-160, April, 1960

The author is executive officer of the Syracuse University Youth Development Center, New York. At last year's National Recreation Congress he spoke on this same subject.

Centered around the theme that "recreation should be an end in itself and not be coupled with the generalization that it might 'prevent juvenile delinquency'," the article states several reasons why departments of recreation should be very cautious about undertaking the task of preventing juvenile delinquency.

In a very fine article, the author has recognized the value of recreation in community services while objectively pointing to some of the limitations recreation administrators should be aware of.

WALTER L. COOK

KOWENHOVEN, W. B., KNICKERBOCKER, G. GUY AND JUDE, JAMES R., "Closed-Chest Cardiac Massage," *Journal of the American Medical Association,* 173, 10:1064-1067, July 9, 1960

When cardiac arrest occurs, either as standstill or as ventricular fibrillation, the circulation must be restored promptly; otherwise anoxia (an insufficiency of oxygen) will result in irreversible damage. There are two techniques that may be used to meet the emergency; one is to open the chest and massage the heart directly and the other is to accomplish the

same end by a new method of *closed chest cardiac message.*

This method of closed chest massage is simple to apply and does not require any complex equipment. Only the human hand is needed. The principle used is to apply pressure to the bottom of the sternum. The pressure on the sternum compresses the heart between it and the spine, forcing out blood. Relaxation of the pressure allows the heart to fill. Again, with the victim in a supine position, the heel of one hand with the other on top of it is placed on the Sternum just cephalad to the xiphoid. Firm pressure is applied vertically downward about 60 times per minute. At the end of such pressure stroke the hands are lifted slightly to permit full chest expansion. Sufficient pressure should be used to move the sternum 3-4 cm (1 inch) down or toward the vertebral column.

The *closed chest cardiac massage* provides some ventilation of the lungs, and if there is only one person present in the heart arrest, attention should be concentrated on the massage. If there are two or more persons present, one should massage the heart while the other gives mouth to mouth resuscitation.

WILLIAM T. BRENNAN

NELSON, DALE O., "Effect of Milk on Short Duration, Sprint, and Power Types of Athletic Performance," *Research Quarterly* 31, 2:181-187, May, 1960

Twenty-four university athletes (representing football, basketball, track and field, and wrestling) were subjects in a 3 x 3 factorial designed experiment. Two subjects were used to create each of the 12 blocks of the design in which there were three levels of protein, three substitution amounts of milk, and combinations to make a total of nine diets. Each pair of subjects spent 17 days on each of three diets. Starting and running, vertical jump, and the bicycle ergometer were used for testing the athletic performance. No significant results were found. The athletes on the high protein diet and one quart of milk a day obtained the best scores on the vertical jump and the bicycle argometer, although these differences were not found to be significant.

CAROLYN BOOKWATER

ROCHELLE, R. H.; SKUBIC, VERA; AND MICHAEL, E. D., "Performance as Affected by Incentive and Preliminary Warm-up," *Research Quarterly* 31, 3:499-504, October, 1960

Forty-six university non-baseball athletes were divided into two groups with the sequence of warm-up and no warm-up alternated on different days in order to reduce the possibility of practice effect, learning, or unforeseen factors. Three baseball throws for maximum distance were allowed for each testing period. While no statistical significance was found between trials when throwing was preceded by a related 5-minute warm-up, subjects threw farther when throws were preceded by the warm-up. No report of muscle soreness was obtained, regardless of whether or not warm-up preceded throwing.

CAROLYN BOOKWALTER

ROSENSTOCK, IRWIN M., "Gaps and Potentials in Health Education Research," *Health Education Monographs No.* 8, Society of Public Health Educators, 1960

Although inroads in modern health education are being made, greater utilization of the principles and findings of the behavioral sciences may lessen the gap between theory and practice. More specific application of these research findings is needed in the areas of communication, motive and perception, and group dynamics. Applied research is needed to develop simple, economical, and valid methods for diagnosing health education problems and for educating individuals and groups in real life health settings. Continued basic research is needed to increase our knowledge for detecting the motive for people's action, and for the improvement of health programs through the incorporation of a systematic broad scale of evaluation.

CLYDE M. LEATHERS

SMITH, BILLIE AND SMITH, FOX, "Transportation: How Day Camps Handle Daily Problem," *Camping Magazine* 32:18-19, April, 1960

An informative article for those involved in the administration of a day camp and even more so for those anticipating the inclusion of day camping in a program.

This article deals with things to consider in planning transportation to and from the day camp and with some solutions to transportation problems. This article will be followed by another one presenting more information about how successful day camp operators plan their camper transportatin.

WALTER L. COOK

There is a destiny that makes us brothers;
None goes his way alone;
All that we send into the lives of others
Comes back into our own.

I care not what his temples nor his creeds
One thing holds firm and fast—
That into his fateful heap of days and deeds
The soul of man is cast.

—Edwin Markham

Noteworthy People in the Profession

WILMA N. GIMMESTAD (Mrs. Herman Gimmestad) was born at Royal, Nebraska, on January 1, 1914. She received the B.A. degree *(summa cum laude)* from Midland College in 1939; the M.S. degree from the University of Wisconsin in 1945; and is presently completing the work for the Ph.D. degree at the University of Nebraska.

Her professional experience includes teaching in the public schools; serving as Chairman of the Department of Physical Education for Women, Midland College, 1941-57; visiting professor, Summer Session in Physical Education for Secondary School Women Teachers, Queen's University, Kingston, Ontario, 1951; and as a member of the faculty at the University of Nebraska.

Mrs. Gimmestad has served on the Boards of Directors of both the American Association for Health, Physical Education and Recreation (1956-59) and the National Association for Physical Education of College Women (1957-59). She is a past president of the Central District AHPER and the Nebraska AHPER; and immediate past president of the Central Association for Physical Education of College Women. She has served on many professional committees on local, state, district and national levels, and has contributed to the preparation of state courses of study in Nebraska.

Honors include election to Pi Lambda Theta, Cardinal Key; and Honor Fellow of the American Association for Health, Physical Education and Recreation, Central District AHPER, and Nebraska AHPER. In 1951, she was named First Lady of Fremont in recognition of outstanding community service. She is listed in *Who's Who of American Women* and in *Who's Who in the Midwest*.

WILMA NOLTE GIMMESTAD

GEORGE J. SIRNIO

GEORGE SIRNIO WAS born at Quincy, Oregon. He received the B.S. degree from Willamette University in 1940, the M.S. degree from the University of Oregon in 1946, and is completing the Ed. D. degree at Oregon State College.

His professional experiences include teaching in secondary schools and in the Extension Division, Oregon State System of Higher Education. He is presently Director of Health and Physical Education, State Department of Education, Salem, Oregon.

Mr. Sirnio has served on many committees on the local, state, district, and national level. He has served as president of the Northwest District of the American Association for Health, Physical Education, and Recreation and as president of the Society of the State Directors of Health, Physical Education, and Recreation.

In addition to the above mentioned organizations, he is member of the American College of Sports Medicine, American School Health Association, Oregon Public Health Association, Oregon Health Council, Oregon Coaches Association, Phi Delta Kappa, and Phi Epsilon Kappa. He is Honor Award Fellow of the American Association for Health, Physical Education, and Recreation.

PHI EPSILON KAPPA DIRECTORY – 1960-61

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